

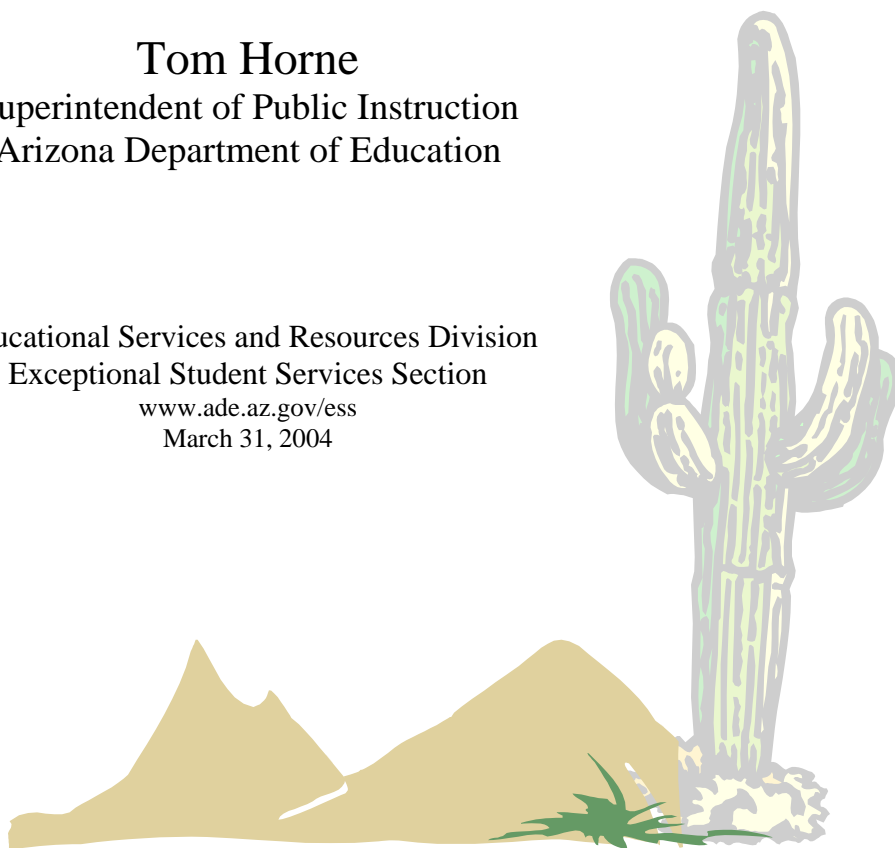


State of Arizona

Arizona
FY 2003 Annual Performance Report
For Special Education
Submitted to the
Office of Special Education Programs
U.S. Department of Education

Tom Horne
Superintendent of Public Instruction
Arizona Department of Education

Educational Services and Resources Division
Exceptional Student Services Section
www.ade.az.gov/ess
March 31, 2004





State of Arizona
Department of Education

Tom Horne
Superintendent of
Public Instruction

March 30, 2004

Ms. Gwendolyn A. Gage
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Dear Ms. Gage:

The Arizona Department of Education, Exceptional Student Services submits to you the 2003 Annual Performance Report as required by the Individuals with Disabilities Education Act (IDEA) amendments of 1997.

Time estimates for the completion of this report are reported in total hours worked by all staff members:

Task	Staff Hours
Review of document requirements	50
Data collection	200
Data analysis and reporting	200
Verification, editing and formatting of final document	40

The staff of Exceptional Student Services looks forward to using the information contained in our report to facilitate improvement in outcomes for students with disabilities and their families. The document will be disseminated statewide to ensure active public knowledge of the issues raised by this report and participation in their resolution.

Sincerely,

A handwritten signature in cursive script, reading "Joanne C. Phillips".

Joanne C. Phillips
Deputy Associate Superintendent

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Glossary of Acronyms

AEEB: Arizona Education Employment Board	MET: Multidisciplinary Evaluation Team
AzEIP: Arizona Early Intervention Program, Department of Economic Security	MPRRC: Mountain Plains Regional Resource Center, Utah State University
CAP: Corrective Action Plan	NAU: Northern Arizona University
CIMP: Continuous Improvement Monitoring Process	NCESEAM: National Center for Special Education Accountability Monitoring
CTE: Career and Technical Education Division, Arizona Department of Education	OSEP: Office of Special Education Program, US Office of Education
DIBELS: Dynamic Indicators of Basic Early Literacy Skills	PALS: Parents are Liaisons to Schools
EAPN: Enhancing Arizona's Parent Network	PEA: Public Education Agency
EC: Early Childhood Setting (Typical preschool)	PIN: Parent Information Network
EC/SE: Early Childhood/Special Education Preschool Split	PTI: Parent Training Institute
ECSE: Early Childhood Special Education (Self-contained preschool)	SAIS: Student Accountability Information System
ECR: Early Complaint Resolution	SEA: State Education Agency
ESS: Exceptional Student Services Division, Arizona Department of Education	SEAP: Special Education Advisory Panel
ESSDT: Exceptional Student Services Data Tracking	SELECT: Special Education Learning Experiences for Competency in Teaching
MIS: Management Information Systems Division, Arizona Department of Education	SIG: State Improvement Grant
ESY: Extended School Year	SPED: Special Education
FAPE: Free appropriate public education	SWD: Student with a Disability
FY: Fiscal Year	SWOD: Student without a Disability
IDEA: Individuals with Disabilities Education Act	SY: School Year
IGA: Intergovernmental Agreement	TA: Technical Assistance
LETRS: Language Essentials for Teachers of Reading and Spelling	TTT: Transition to Teaching

Cluster Area I: General Supervision

State Goal

Arizona will maintain an effective general supervision system for compliance with the Individuals with Disabilities Education Act (IDEA) and state requirements to ensure that children with disabilities have access to a free appropriate public education in the least restrictive environment.

GS. I Probe

Do the general supervision monitoring, complaint, and hearing resolution instruments and procedures identify and correct IDEA noncompliance in a timely manner?

Performance Indicator

The general supervision systems identify and correct IDEA noncompliance in a timely manner.

Baseline and analysis of trend data

Monitoring

Exceptional Student Services (ESS) conducts compliance monitoring for all IDEA procedural requirements on a six-year cycle. The system is standards-based with all forms, guide steps, sample summary of findings, and enforcement and reward options provided to PEAs at the beginning of each school year. Data collection includes file reviews, interviews, surveys, and classroom observations. Special education officials are encouraged, but not required, to train staff and evaluate their own compliance status on a yearly basis. ESS staff uses the monitoring documents to conduct regional trainings and premonitoring activities throughout the state.

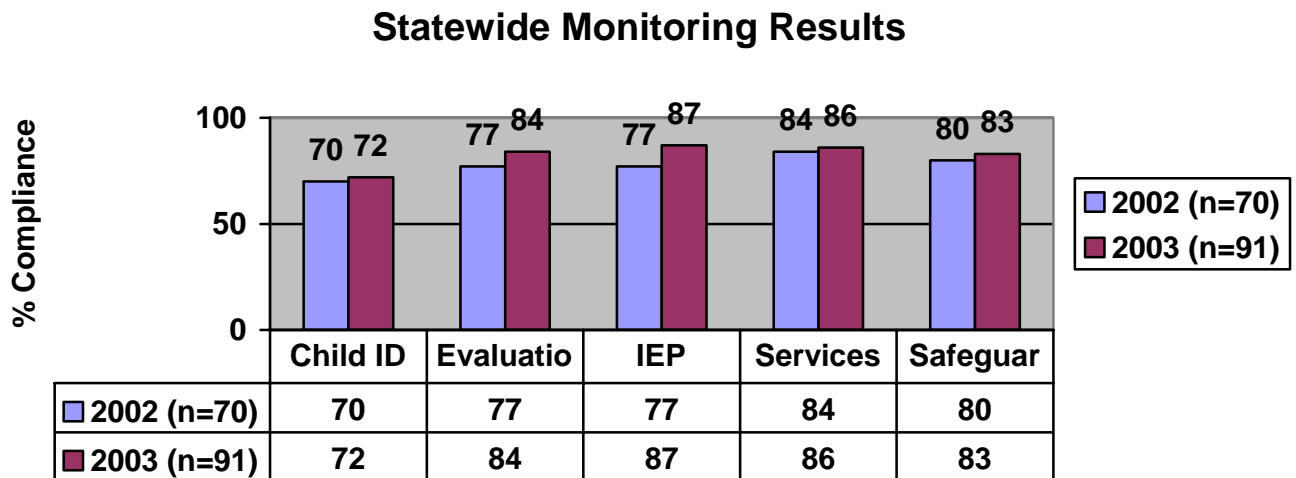
The monitoring system was converted to a computer application beginning mid-year 2001. This change allows ESS personnel to analyze information by year, by type of program (charter or district), by county, by line item, and by type of data source. This has resulted in substantial improvement in targeted assistance through regional training, technical assistance, and guidance documents. FY 2002 results will serve as the baseline for all future reporting.

The ESS system looks at five major areas and includes verification of all regulatory requirements within IDEA. The major areas are:

- Child Identification
- Special Education Evaluations
- Individualized Education Programs
- Service Delivery
- Procedural Safeguards

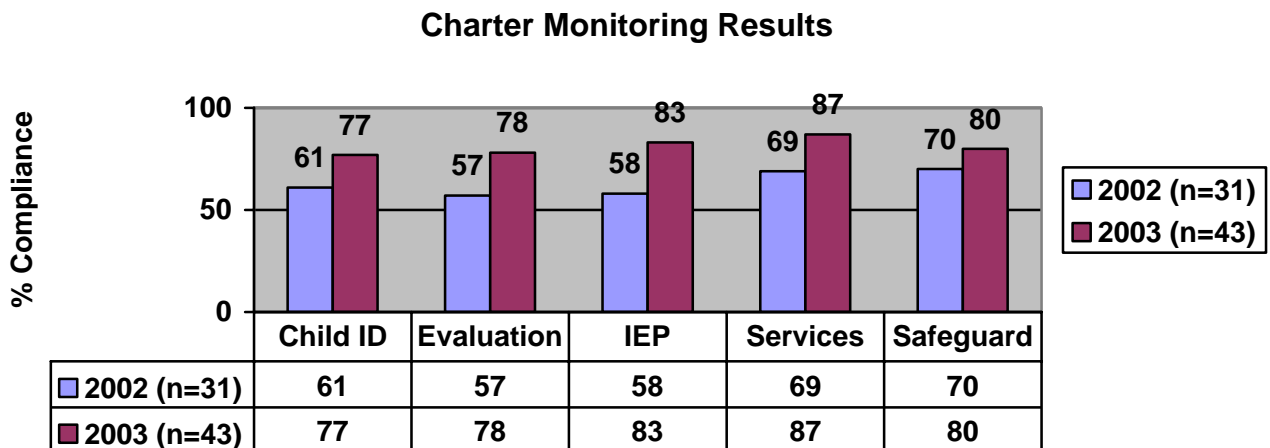
Figure 1 indicates the percent of compliance on all data points in each of these areas for FY 2002 and FY 2003 and includes information from all PEAs monitored in each year.

Figure 1: Statewide Monitoring Results



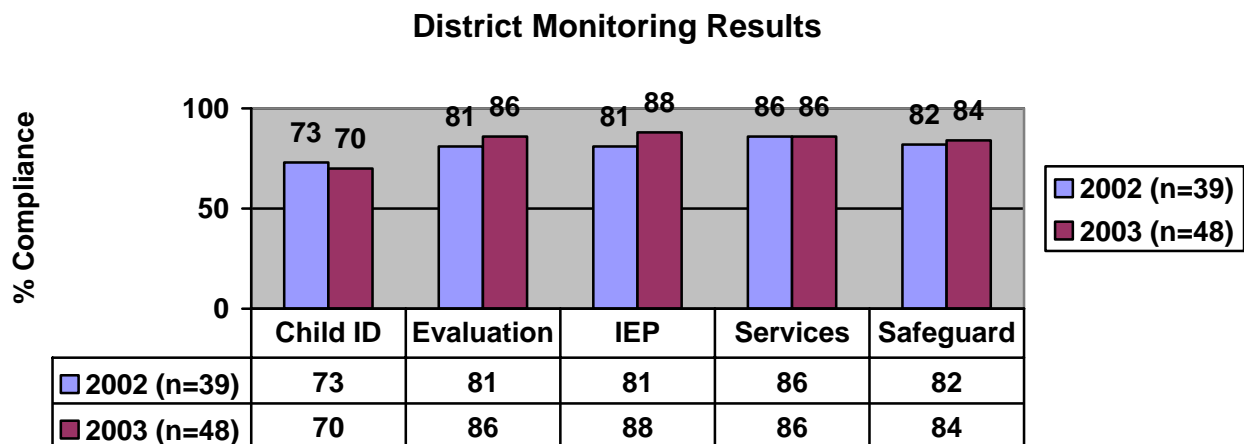
While statewide results improved in each of the five major categories from FY 2002 through FY 2003, the greatest change occurred in charter school compliance. Some variability is expected as a function of the schools in a particular cycle year, but the magnitude of the improvement in charter schools (Figure 2) suggests that the targeted efforts of ESS staff have been effective.

Figure 2: Charter School Monitoring Results



District results (Figure 3) were fairly stable from FY 2002 to FY 2003 and any variability may be attributed to the distribution of schools scheduled for monitoring in each of the years. It will be necessary to study the patterns over time to determine if actual improvement is occurring statewide in established districts.

Figure 3: District Monitoring Results



The progress shown by charter schools between FY 2002 and FY 2003 essentially closed the gap between the compliance status of districts and that of charters.

While ESS has the capacity to disaggregate by county, many of the smaller counties have so few PEAs that only one or two are monitored in each year of the cycle. This creates substantial fluctuation in results and does not allow for trend analysis by region. However, ESS specialists and county school superintendents are apprised of the results on an annual basis.

Timely Corrective Action following monitoring

Following a monitoring, each PEA with items found in partial or noncompliance develops a corrective action plan. The plan includes items that are specific to individual children that must be corrected within 45 days of the monitoring and items that are systems issues that need to be corrected for future activities.

ESS maintains a database that tracks each PEA's progress toward completing both of these types of corrective actions. Because of the small size of many of Arizona's PEAs, verification of systemic change often takes up to two years. For example, if the monitoring identified a weakness in the evaluations of students with mental retardation, a small school might not have the opportunity to demonstrate a rapid correction in those procedures because evaluations or reevaluations for students with mental retardation may not be required within a shorter time period. Table 1 documents the status of the corrective action plans as of March 2004.

Table 1: Corrective Action Plan Closeout Rates

Monitoring Year	% 45 day items corrected	% CAP closed within 1 year	% CAP closed as of 3/26/04*
2001	99%	18%	92%
2002	100%	35%	69%

*Note: All FY 2002 monitorings are not due to be closed out prior to 6/30/04

Progressive enforcement actions are taken when corrective actions are not completed within the identified timelines. Potential enforcement includes the following steps:

1. Interruption of IDEA payments until adequate compliance is achieved. For charter schools not receiving IDEA funds, a request to begin withholding 10% of state payments;
2. Assignment of a special monitor or, with ADE concurrence, permanent withholding of IDEA funds for a specific year. For charter schools receiving federal funds, a request to begin withholding 10% of state payments;
3. With State Board approval, withholding or interruption of all federal funds for which a district is eligible in a specific year and; for charter schools, a request for a notice of intent to revoke the charter;
4. With State Board approval, interruption of state aid.

To date, there has been no necessity for ESS to move beyond Step 3 above.

Arizona has established a reward system to encourage and support PEAs that demonstrate a high level of compliance during monitoring or rapid completion of corrective action plans following monitoring. Table 2 identifies the potential rewards.

Table 2: Potential Monitoring Rewards

Criteria	Reward for PEA
In compliance in 4 of 5 sections of the monitoring, including delivery of services	Eligible for a non-competitive capacity building grant
Corrective action plan closed within 1 year of exit conference	Paid team registration for ESS Directors Institute
Corrective action plan closed within 2 years of exit conference	Paid individual registration for ESS Directors Institute

Arizona is currently engaged in a second round of OSEP's continuous improvement monitoring process (CIMP). The Special Education Advisory Panel (SEAP) is serving as the Steering Committee for the CIMP and, while the CIMP is not complete as of the date of this report, portions of the General Supervision section have been evaluated. The SEAP determined that:

- The monitoring instruments and procedures identify IDEA compliance in an exemplary manner;
- The dispute resolution corrective action follow-up is exemplary;
- Enforcement actions are used when necessary to address persistent deficiencies;
- Identified monitoring deficiencies could be corrected in a timelier manner.

Dispute Resolution

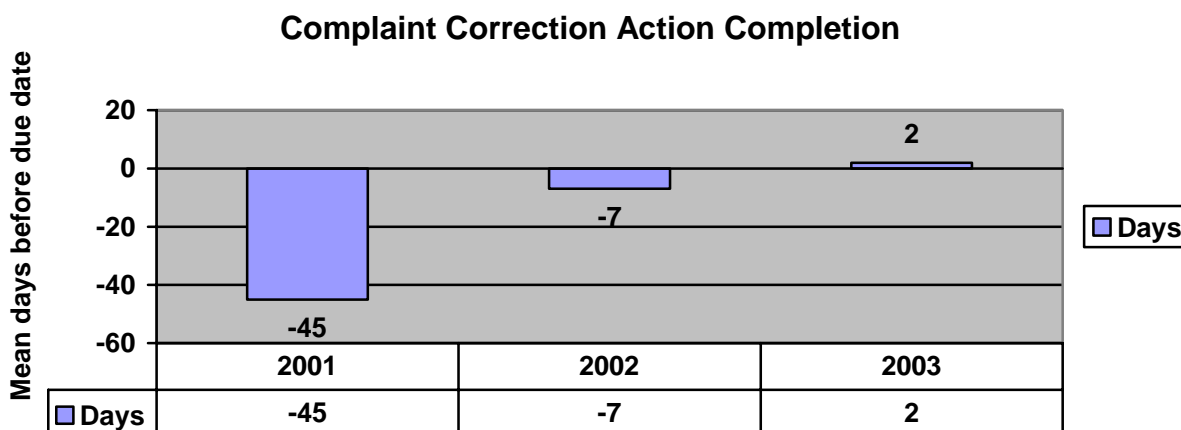
In addition to monitoring, other procedures used to identify and correct IDEA noncompliance in a timely manner are formal complaints, mediation and due process hearings. As indicated in Table 3, during FY 2003, only 79 out of 174 complaints filed were completed within the 60-day mandated time frame. Arizona has taken steps to ensure more timely resolution of formal complaints, including the introduction of an Early Complaint Resolution system. This system has successfully resolved a large percentage of complaints filed, often within 10 to 20 days after the complaint has been filed. The information presented in Table 3 also reveals an improvement in the timely resolution of complaints since the inception of the Early Complaint Resolution system.

Table 3: OSEP Attachment 1

FORMAL COMPLAINTS						
July 1, 2002-June 30, 2003	Number of Complaints	Number of Complaints with Findings	Number of Complaints with No Findings	Number of Complaints not Investigated – Withdrawn or No Jurisdiction	Number of Complaints Completed/ Addressed within Timelines	Number of Complaints Pending as of June 30, 2003
COMP	108	46	24	7	6	31
ECR	66	57	0	7	57	2
Total	174	103	24	14	63	33
MEDIATIONS						
	Number of Mediations		Number of Mediation Agreements			
July 1, 2002-June 30, 2003	Not Related to Hearing Requests	Related to Hearing To Hearing Requests	Not Related to Hearing Requests	Related to Hearing Requests	Number of Mediations Pending as of June 30, 2003	
	42	10	17	4	6	
DUE PROCESS HEARINGS						
July 1, 2002-June 30, 2003	Number of Hearing Requests	Number of Hearings Held	Number of Decisions Issued After Timelines and Extensions Expired	Number of Hearings Pending as of June 30, 2003		
	37	3	2	7		

In addition, ESS has made substantial progress in reducing delays in the completion of corrective action following a letter of findings, moving from more than 45 days past due to “close out” slightly ahead of schedule (Figure 4).

Figure 4: Improvement in Timeliness of Corrective Action



The data presented indicates that mediation continues to be a viable option for resolving IDEA noncompliance, and has been utilized successfully in four instances during FY 2003 to resolve matters that otherwise would have gone through the due process system. There were three due process hearings held during FY 2003. Of the three, only one decision was issued during the mandated time frame. The Arizona State Board of Education has approved a rule to move Arizona from a two-tier due process system to a one-tier system. This change should alleviate the timeliness issue.

Targets/Progress or Slippage/Activities

Targets	Explanation of Progress/Slippage	Activities, Timeline and Resources
July 1, 2002-June 30, 2003		
Enhance monitoring data collection by building a web-based system.	Web-based monitoring system was available for SY 2003-2004.	
Improve compliance in charter schools by 10% in each monitoring area.	Target results were achieved in all areas of monitoring. Attention to charters in early stages of development and cooperation with chartering bodies improved compliance results.	

Improve tracking of corrective action resulting from complaint investigations to a mean of no more than 5 days beyond due date.	Data indicate that this target was met. Tracking of corrective action resulting from complaint investigations was improved with the enhancement of the Exceptional Student Services Data Tracking (ESSDT) system and the assignment of a full time employee as the Corrective Action Compliance Monitor.	
Create a system for tracking Early Complaint Resolutions and Mediation	ESSDT was programmed to track Early Complaint Resolution and Mediation	
July 1, 2003-June 30, 2004		
Maintain compliance status of PEAs at or above current rates.		Fall 2003: Continue regional trainings by ESS specialists on topics identified through data analysis Winter 2003: Work with chartering bodies to strengthen special education elements in the application process
Move from a two-tier due process system to a one-tier system.		Spring 2004: Work with the Arizona State Board of Education, the Arizona Attorney General's Office, and the Arizona Office of Administrative Hearings to effectuate a rule change in the Arizona Administrative Code due process system.
Increase timeliness of response to overdue monitoring corrective action plans (CAP) through quarterly enforcement steps.		Fall 2003: Establish database for CAP closeout tracking On-going 2004: Notify ESS specialists of upcoming due dates On-going 2004: Monitor status of CAPs on a quarterly basis

GS. II Probe

Are systems issues identified and remediated through the analysis of findings from information and data collection from all available sources, including monitoring, complaint investigation, and hearing resolution?

Performance Indicator

Systems issues are identified and remediated through analysis of information from monitoring and dispute resolution mechanism.

Baseline/Trend Data

Arizona has traditionally identified systems issues through informal discussions with ESS staff and with local directors of special education programs. The first formal internal analysis of statewide information began with the Continuous Improvement Monitoring (CIMP self-assessment initiated in 2002 but has not yet been completed by the date of this report.

Areas of concern that emerged as a result of the OSEP monitoring in 1999 or with input from staff and field personnel in 2002 were in the areas of:

OSEP 1999 monitoring

- Child Find for birth to five year olds
See Cluster II
- Counseling services status from monitoring. Table 4 indicates the improvement in this area.

Table 4: Monitoring Results for Behavioral Supports

Consideration of strategies and supports for behavior	
Monitoring Year	% of data points in compliance
FY 2001*	87%
FY 2002	89%
FY 2003	92%

*Partial year results

- Extended School Year (ESY) services status from monitoring. Table 5 indicates the improvement in this area.

Table 5: Monitoring Results for ESY Consideration

Consideration of extended school years services	
Monitoring Year	% of data points in compliance
FY 2001*	73%
FY 2002	79%
FY 2003	82%

*Partial year results

Staff and provider input

- Service delivery, including qualified personnel
- Progress in the general curriculum
- Statewide assessment
- School-to-adult life transition

Targets/Progress or Slippage/Activities

Targets	Explanation of Progress/Slippage	Activities, Timeline and Resources
July 1, 2002-June 30, 2003		
Restructure the child find agreement with Part C agencies and provide training.	See Cluster II for analysis. Agreement was signed 10/02 and training began 12/02. TA document disseminated.	
Increase compliance for consideration of strategies and supports for behavior by 2%.	Data indicate that the target was slightly exceeded. Efforts included: Capacity-building grants expanded to include counseling services. TA document published	
Increase compliance for consideration of ESY services by 2%.	Data indicate that the target was exceeded. Efforts included: Statewide ESY training; ESY TA document published.	
Coordinate SIG reading project with Reading First efforts to improve reading outcomes for students with disabilities.	SIG reading specialists participated with Reading First and LETRS academies and attend county reading meetings. Partnerships developed with PEAs to improve reading achievement including DIBELS and systemic change in the teaching of reading to SWD.	
Service delivery and qualified personnel	See GS. IV analysis	

Improve high school transition compliance by 2%	See Cluster V for analysis. Data indicate that the target was substantially exceeded in all areas of transition. Statewide transition training was conducted in conjunction with MPRRC assistance.	
July 1, 2003-June 30, 2004		
Complete the Self-assessment and develop an improvement plan.		<p>Winter 2004: Review all remaining cluster areas with SEAP.</p> <p>Spring 2004: Conduct regional focus groups.</p> <p>Summer 2004: Complete draft report.</p>
Establish a formal system for identifying systemic issues that are evidenced in monitoring and dispute resolution findings.		<p>Winter 2004: Analyze 2002-2004 monitoring findings to identify trends.</p> <p>Spring 2004: Consolidate information from dispute resolution with monitoring findings.</p> <p>Summer 2004: Consolidate CIMP findings with above and identify serious systems issues.</p>
Target regional training and technical assistance efforts to identified areas.		<p>Fall 2003: Effective reading strategies and supports for SWD.</p> <p>Fall 2003: Improved compliance through self-monitoring.</p> <p>Winter 2003: Understanding transition requirements.</p> <p>Spring 2004: Train on Procedural safeguards.</p> <p>Spring 2004: Train on qualified paraprofessionals.</p>

GS. III Probe

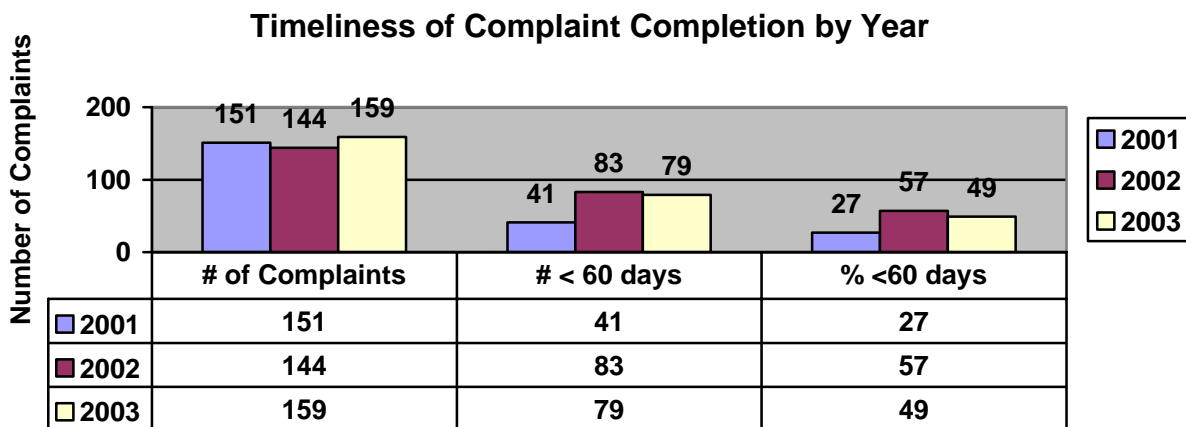
Are complaint investigations, mediations, and due process hearings and reviews completed in a timely manner?

Performance Indicator

Complaint investigations, mediations, and due process hearings are completed in a timely manner.

Baseline/Trend Data

Figure 5: Complaint Completion Timelines



The data contained in Table 3 provides evidence that Arizona is making progress but has room for improvement in the completion of its complaint investigations, due process hearings, and mediations. As evidenced in Figure 5, the history of the timeliness for completion of complaint investigations has been up and down over the years, but has improved significantly with the introduction of such programs as Early Complaint Resolution (see Table 3).

The main reason for the lack of timely resolution of due process hearings is the request by parties for extensions, which are routinely granted if all parties so stipulate. Arizona's move from a two-tier due process system to a one-tier system should help in the timely resolution of due process hearings.

Targets/Progress or Slippage/Activities

Targets	Explanation of Progress/Slippage	Activities, Timeline and Resources
July 1, 2002-June 30, 2003		
Improve tracking of corrective action resulting from complaint investigations to a mean of no more than 5 days beyond due dates.	Data indicate that this target was met. Tracking of corrective action resulting from complaint investigations was improved with the enhancement of the Exceptional Student Services Data Tracking (ESSDT) system.	
Create a system for tracking Early Complaint Resolutions and Mediation.	ESSDT was programmed to track Early Complaint Resolution and Mediation.	
July 1, 2003-June 30, 2004		
Within the ESSDT system, create a component that will track due process hearings to ensure more timely resolution.		Summer 2004: With the assistance of MIS, establish a database and enter current and incoming data on due process hearings.
Improve timely completion of formal complaints, mediation, and due process hearings by 2%.		On-going: Continue to aggressively track and monitor corrective action arising from complaint investigations On-going: Continue to track mediation and due process hearing timelines by keeping in close touch with mediators and due process hearing officers

GS. IV Probe

Are there sufficient numbers of administrators, teachers, related services providers, paraprofessionals, and other providers to meet the identified educational needs of all children with disabilities in the State?

Performance Indicators

1. The number of certified special education staff in identified subgroups increases over time.
2. The number of emergency certified special education teachers who enroll in certification programs increases over time.

Baseline/Trend Data

Special education teachers are the backbone of the system for ensuring a free appropriate public education (FAPE) to students with disabilities. The ability of the State to recruit and retain certified special education teachers is an essential indicator of progress. Figure 6 indicates that Arizona has lost ground in this area, even in the face of increased numbers of students with disabilities being served in our schools. While the decrease is small in number, the trend is in the wrong direction even though the ADE has devoted extensive resources to this issue. State activities are detailed in the analysis section of this report.

Figure 6: Numbers of Certified Teachers

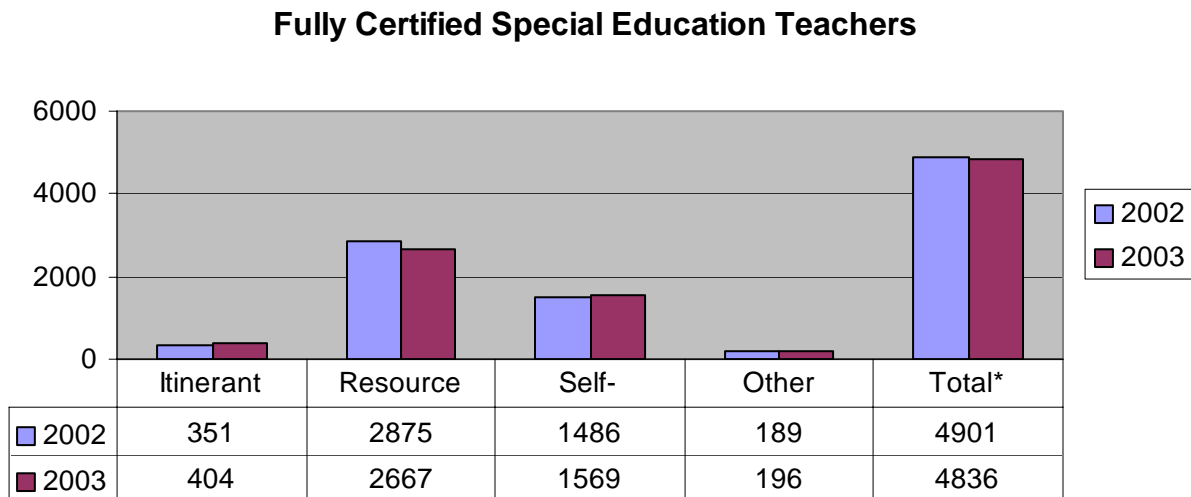
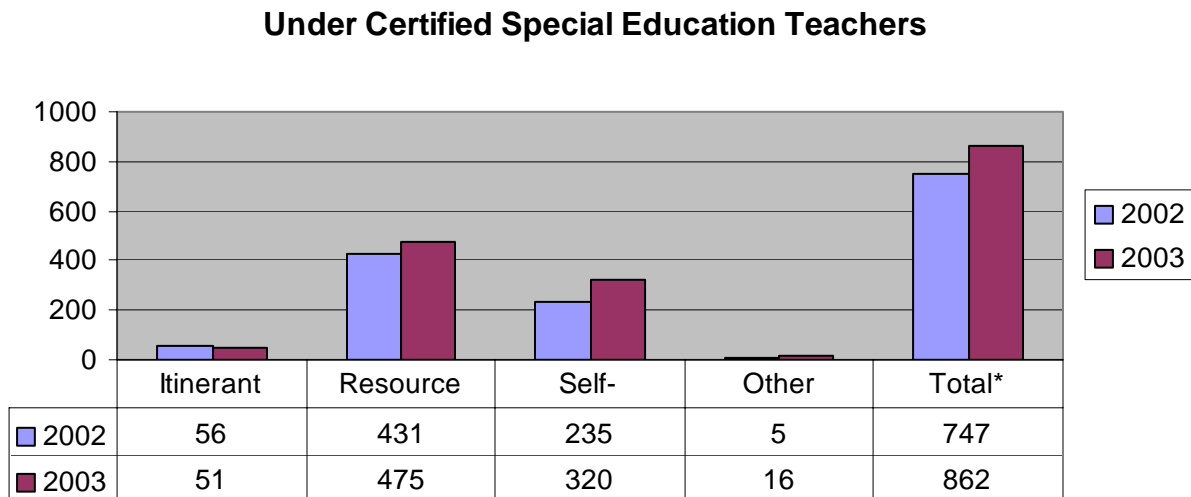


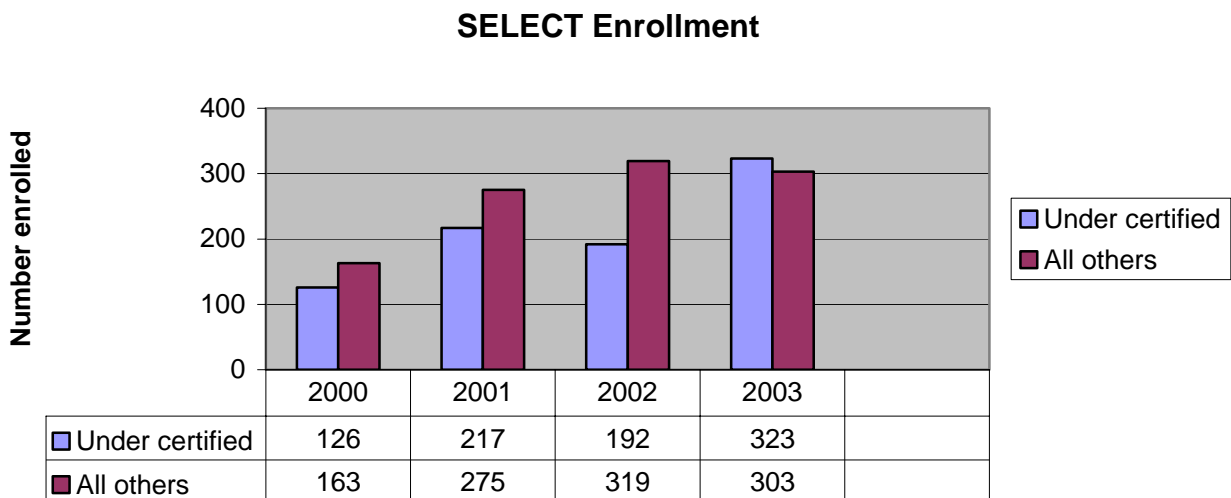
Figure 7 details the number of special education staff who are not fully certified but were teaching in Arizona's schools. It is evident that the decrease in certified numbers was compensated for by an increase in under-certified staff.

Figure 7: Numbers of Under Certified Teachers



ESS, in conjunction with Northern Arizona University, provides graduate level courses designed to meet the requirements for special education teaching credentials and professional growth. The classes are available on weekends, statewide, and via the web. The classes, known collectively as SELECT, have provided a primary resource to under certified teachers throughout the state. Figure 8 demonstrates the increased use of SELECT by under certified teachers as well as school psychologists, speech-language pathologists, certified special education teachers, and regular education teachers.

Figure 8: SELECT Enrollment Growth



Recognizing the need to address a long-term solution to the teacher shortage problem, ESS joined with two other divisions within the ADE to create a Pathways to Teaching program in Arizona high schools. Career and Technical Education (CTE) employed program specialist to

develop curriculum and market the new CTE career path to districts and charters. The position and all expenses are shared among the three ADE divisions.

Targets/Progress or Slippage/Activities

Targets	Explanation of Progress/Slippage	Activities, Timeline and Resources
July 1, 2002-June 30, 2003		
Increase the participation of under certified teachers in SELECT classes.	SELECT participation of under certified teachers increased by 68%. Enrollment increased because of additional publicity, monitoring requirements, and expanded class offerings	
Establish education track for high school students interested in teaching	Six high schools established a Education Professions Career Track.	
Expand the use of the Arizona Education Employment Board (AEEB) in recruitment of special education personnel.	Center for Professions in Education AEEB placed 425 individuals in special education positions in 2002	
July 1, 2003-June 30, 2004		
Work with Transition to Teaching Grant program to include special education teachers and paraprofessionals.		Winter 2003: regional training meetings will be scheduled for the TTT participant districts. Spring 2004: paraprofessionals from the TTT participant districts will be enrolled in courses leading to completion of an Associates degree.

Develop consortia for placement and hiring of speech language providers.		Fall 2003: meet with prospective districts and NAU to evaluate consortia internship proposal. Winter 2003: meet with confirmed districts and NAU to review internship placement plans. Spring 2004: meet with participant districts and NAU to finalize internship placements and obligations.
Develop and implement alternative path to special education certification.		Winter 2003: Arizona Certification task force developing board policy on highly qualified special education personnel.
Expand the Education Professions program to 40 high schools.		Summer 2003: Review plans from applicant high schools. Winter 2003: Initiate contacts with schools interested in initiating the program.
Develop online certification data analysis and retrieval system.		Spring 2004: have a template for data analysis in place.

GS. V Probe

Do State procedures and practices ensure collection and reporting of accurate and timely data?

Performance Indicator

1. State procedures and practices ensure the collection and reporting of accurate data.
2. State procedures and practices ensure the collection and reporting of data in a timely manner.

Baseline and trend data

Arizona continues to make progress in building data collection systems that enhance the state's ability to obtain reliable information in a manner that speeds the submission process for the PEAs and the analysis process for the ESS. However, as with any new system, some things tend

to get worse before they get better. This is evident in the difficulty Arizona had in meeting the federal deadlines for data submission during each systems change.

Data Element	Due Date	Submission Date		
		2000-2001	2001-2002	2002-2003
Preliminary Child Count	February 1	2/1/2001	2/4/02	2/5/03
Final Child Count		5/2/01	4/22/02	7/10/03
Final Placement		1/19/01	10/31/02	7/10/03
Personnel	November 1	1/19/01	10/31/02	10/31/03
Exit		1/19/01	10/31/02	10/31/03
Discipline		1/19/01	11/22/02	10/31/03

The efforts have included merging special education systems with the agency-wide efforts in school finance and research and policy. The Student Accountability and Information System (SAIS) has been in progressive development for 5 years and was used to collect special education census information for the first time in 2002. As with any first effort, there were significant problems during the first year. Joint resolution of the “bugs” has lead to a greater understanding of the interlocking systems and a closer collaboration among the ADE divisions using the information and the Management Information System (MIS) division responsible for the product development.

The data collection system for the OSEP annual data requirements was also enhanced during this school year through improvements to the application that allowed submission via the ADE website. Elements of this application were automatically populated for the LEAs by information obtained from existing sources such as SAIS or other previously submitted reports. This substantially improved the error rates while simultaneously reducing the time required at the local level for data collection and input.

On-going activities to improve data collection systems include:

- Working with ESS/MIS developer to improve/update data collection procedures and systems
- Working towards development of individual LEA data profiles
- Working with OSEP and Westat to ensure alignment of data collection requirements
- Working within the ADE to improve Student Accountability Information System (SAIS)

Targets/Progress or Slippage/Activities

Targets	Explanation of Progress/Slippage	Activities, Timeline and Resources
July 1, 2002-June 30, 2003		
Hire an ESS dedicated computer programmer to work with Data Manager on collection systems	Programmer substantially enhanced the data submission procedures used by ESS to collect PEA information. Work	

	continues on systems enhancements and verification functions.	
Submit data to OSEP within timelines.	The collection of information through the SAIS caused a delay in providing OSEP with figures, as the original programming did not capture a fairly large number of students.	
Personnel, Exit, Discipline data submitted to OSEP within timelines.	Timely submission occurred primarily because of the new submission systems.	
July 1, 2003-June 30, 2004		
December 1 Child Count and Environmental Placement data		LEA data submission opens July 1 via SAIS
Preliminary submission of December 1 Child Count and Environmental data to OSEP		February 1
December 1 Child Count Verification		LEA verification opens February 1 and closes mid March
Annual SPED Data Collection (Personnel, Exit, Discipline, Preschool IEP, and Performance Indicators)		LEA data submission opens April 1 and closes July 30
LEA revisions to dropout data after new school year begins		September 1 through September 15
Final submission of December 1 Child Count and Environmental data to OSEP		April 15
LEA rank order data on Performance Indicators posted on web		October 1
LEA data revisions based on rank order data accepted		October 1 through October 15
Personnel, Exit, Discipline data submitted to OSEP		November 1

Cluster Area II: Early Childhood Transition

State Goal

The percentage of children eligible for Part B services receiving FAPE by their third birthday will increase.

Probe

Is the percentage of children eligible for Part B services that are receiving FAPE by their third birthday increasing?

Performance Indicator

Arizona Student Accountability Information System (SAIS) data indicate that the percent of children receiving FAPE by their third birthday has increased.

Baseline/Trend Data

The Student Accountability Information System (SAIS) is able to generate a report reflecting the age of preschool children with disabilities as of the first day of IEP driven services for the first time in FY 2002. The state devoted efforts to improve early child identification rates and timely transition to preschool services from Part C. The effects of those efforts are reflected in Table 6.

Table 6: Age of Entry into Preschool Special Education Services

Year	Entered =<36 months of age	Entered 37-39 months of age.	Entered 40-42 months of age	Entered 43-45 months of age	Entered 46-47 months of age
2002*	17%	23.4%	21.3%	21.1%	17%
2003*	21.5%	20.8%	20.5%	21.5%	15.6%

*The date of entry is the first day the child receives special education services and may be later than the day FAPE is made available.

The data indicate that some improvement was made in earlier identification and entry as the percent of children in service by their 36th month increased in 2003 and the percent that did not enter until late in their third year decreased.

The difficulty with the data is that the SAIS system is programmed to capture only the first day of service delivery during a typical school year. The IDEA FAPE requirement for preschool children with disabilities is that they be evaluated, have an IEP developed, and have an anticipated date of service provision established on or before their third birthday.

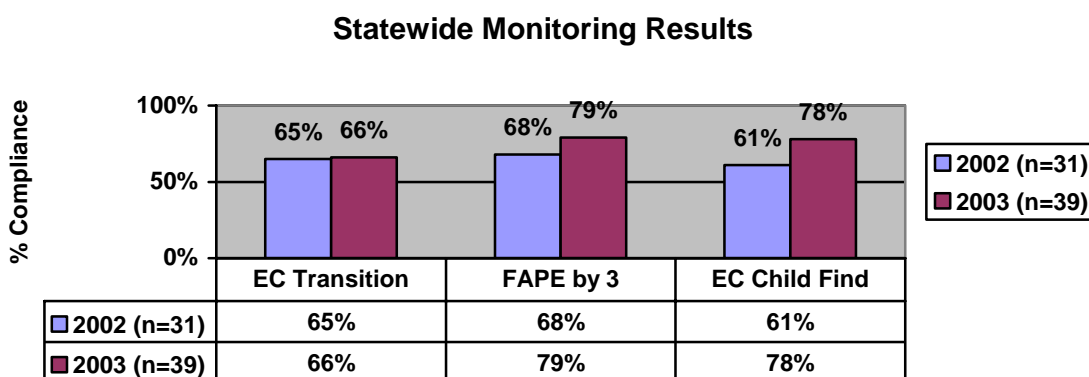
Since SAIS only allows the enrollment of children as of the first day of service, the SAIS numbers with regard to three-year-olds are somewhat underreported. This is particularly true of children whose birthdays occur in the summer. SAIS cannot capture information on ESY

services or information on children who are not eligible for ESY but who's IEPs were in place before their third birthday.

In addition, the SAIS system was not programmed to allow for the entry of children served by a PEA but placed in a facility not funded via the traditional school finance system. This includes private schools, Head Start programs, Even Start programs, and all other nonspecial education preschool programs, even those operated by PEAs. Therefore, the state efforts to include children with disabilities in regular childhood settings are detrimental to the ability of the data collection system to determine the numbers of students who have received FAPE by age three.

Monitoring data for 2002 and 2003 show some improvement (Figure 9) with regard to the transition requirement, the provision of FAPE by age 3, and early childhood child find. However, the reliability of monitoring data is questionable due to small sample size. Progress is attributed to emphasis put on transition requirements and state performance indicators related to early identification and service.

Figure 9: Early Childhood Monitoring Results



The Steering Committee engaged in the OSEP self-assessment process reported “partial implementation but needs improvement” on the rubric in this area.

AzEIP parent reports completed September, 2002 to June 15, 2003 shows that 93% of respondents “strongly agree” or “agree” that their service coordinator arranged and facilitated the transition conference with the local school district by the time their child was 2 years 9 months old, which is the Arizona requirement.

Targets/Progress or Slippage/Activities

Targets	Explanation of Progress/Slippage	Activities, Timelines and Resources
July 1, 2002-June 30, 2003		
Increase the percentage of three year-old children eligible for Part B services receiving FAPE by their 3 rd birthday by 2%.	SAIS data indicate that the target was substantially exceeded. Monitoring data also shows increases in numbers of three year olds served by their 3 rd birthday.	
Identify the percentage of parents of Part C children who report that transition to preschool occurred in a timely manner	Baseline of 93% was identified. Increased emphasis of AzEIP and ESS on transition requirements had a positive impact on families.	
July 1, 2003-June 30, 2004		
Increase the percentage of three-year-old children eligible for Part B services receiving FAPE by their 3 rd birthday by 2% from FY 2003 level.		Fall 2004: Provide capacity building grants to LEAs to improve transition from Part C to Part B programs. On-going 2004: Provide training to LEAs and AzEIP Service Coordinators.
Revise SAIS system to allow determination of the date FAPE was made available to preschool children.		October 2003: Enhance ADE SAIS manager's understanding of FAPE by 3 issues December 2003: Include new data requirements in SAIS vendor notifications
Revise SAIS to allow the assignment of SAIS numbers to all non-PEA children		January 2004: Revise application to capture data June 2004: Use SAIS to track non-PEA placements

In conjunction with AzEIP, investigate the potential for collaborative data systems		<p>Winter 2004: Collaborate with Part C on exit data and sharing of data collection.</p> <p>Spring 2004: Obtain technical assistance to assist with combination of data systems from NCESEAM</p>
Revise transition agreement and develop training agenda		<p>December 2003: Revise and clarify Interagency Governmental Agreement between Part C and Part B as well as addition of accountability in training on transition.</p> <p>March 2004: Solicit public comment on agreement</p> <p>June 2004: Sign agreement</p>

Cluster Area III: Parent Participation

State Goal

A free appropriate public education for children with disabilities is facilitated through parent involvement in and access to knowledge about the special education process.

Probe

Are parents of students with disabilities involved in determining appropriate services for their children and do they have access to knowledge to assist them in that role?

Performance Indicator(s)

1. Parents are involved in determining appropriate services for their children.
2. Parents have access to information to assist them in participating in the special education process.

Baseline and analysis of trend data

ESS has had an initiative to increase parent involvement and participation in special education annually since 1988. ESS was commended for this initiative during the 1999 OSEP monitoring.

ESS has established Performance Indicators for Parent Involvement that all PEAs are required to address and submit annually. Table 7 reflects the three questions regarding parent involvement obtained through parental surveys on select samples of parents according to the student population. PEAs follow specific instructions for collecting, calculating and analyzing their data prior to electronic submission of their Annual Data Collection Report to ESS. In FY 2003, PEAs exceeded Arizona's expected level on all three performance indicators.

Table 7: Results on State Performance Indicators for Parent Involvement

2003 Performance Indicators	# Respondents	# Satisfied	% Satisfied
% Of parents reporting their student is progressing satisfactorily toward IEP goals	20,453	17,579	85.9%
% Of parents satisfied with their level of participation in IEP the process	20,628	18,117	87.8%
% Of parents reporting active participation in the MET meeting	19,779	16,963	85.8%

ESS monitors all PEAs once every 6 years; therefore 16.6% of PEAs are included in annual Statewide monitoring results. Table 8 represents trend data from FY 2001-2003 monitoring findings directly related to parent involvement. The percentage reflects the total percent determined in compliance out of the total data points tested according to parental surveys returned and sample files reviewed. For the most part, statewide compliance has increased in the

last three fiscal years. The decreases that occurred were not considered significant but rather an artifact of the PEAs included in the yearly schedule.

Table 8: Line Item Monitoring Results Related to Parent Involvement

Item Description	2001	2002	2003
The MET/IEP team included all required participants	73%	71%	76%
The MET/IEP team reviewed existing evaluation data including information provided by the parents of the child	78%	80%	87%
A copy of the evaluation report, including determination of eligibility, given to the parents	96%	95%	97%
The current progress report indicates if progress is sufficient to meet goals	66%	67%	72%
All progress reports submitted to parents at least as often as to parents of non-disabled children.	69%	74%	79%
Procedural safeguards notice provided to parents at required times.	72%	76%	78%
Written notice of IEP meetings provided to parents	93%	92%	94%
All required notices provided in language that is in the native language of the parent (unless it is clearly not feasible to do so and understandable to the public.	88%	87%	89%
Parents are active participants in all special education decisions regarding their student.	91%	89%	88%

Parents Are Liaisons to Schools (PALS) Statewide Steering Committee

PALS is comprised of parents who have students with varying disabilities and ages who have been nominated by their districts and schools to help increase local parent involvement in special education. This steering committee of volunteer parents is a conduit for receiving parent input regarding systemic special education issues and it represents Arizona's diverse geographical regions and populations. PALS members are active participants on ESS decision-making vehicles such as the state Special Education Advisory Panel (SEAP) and various task forces on Transition, Traumatic Brain Injury, Comprehensive System of Personnel Development (CSPD), and Secure Care. They are invited to attend ESS sponsored conferences and trainings at no charge.

PALS identified a need for making more information available in Spanish and Navajo. ESS collaborated with the PTI in New Mexico to produce a video and an audiocassette available in Navajo using of the parents' rights training guide ESS developed. Over 50 printed and video resources in Spanish are now available and the PALS let local parents and educators know how to order them from ESS. PALS also serves as a mechanism to disseminate information and training to local parents. In FY 2003, two PALS members, in collaboration with their PEAs, sponsored a conference featuring Dr. Rick LaVoie. Over 500 parents and educators attended. PALS have begun parent information corners with information supplied by ESS. They've also established newsletters, parent support groups, transition fairs, web sites and disability awareness programs.

With Arizona's two Parent Training and Information Centers (Raising Special Kids and Pilot Parents of Southern Arizona), ESS collaboratively established a coalition of 53 organizations and agencies that provide training and information to parents of children with disabilities. ESS funded the development of a web site entitled Enhancing Arizona's Parent Network (EAPN) wherein member organizations and agencies post upcoming training and events, pertinent articles for families, and a directory for contacting EAPN agencies at www.ade.az.gov/ess/eapn.

This venture has culminated into more collaborative working relationships between ESS (as the SEA) and Arizona's PTIs and an increase in the sharing of best practices, co-trainings, and an annual Fall Forum for Parents. It has increased the capacity for notifying parents regarding legislation as well as leadership opportunities and new resources available. This initiative has changed relationships from being adversarial or competitive into more cohesive and mutually supportive relationships that are based upon a shared vision.

Parent Information Network (PIN)

The ESS contracts with seven parent consultants, known as Parent Information Network Specialists (PINS) who facilitate parents, educators and service providers within their assigned regions. They provide training, phone/on-site consultation, and locate or develop pertinent printed or video resources for parents, educators, and service providers surrounding parent related issues. Over 200 documents are available through the PIN Clearinghouse Order Form and on the PINS web site at www.ade.az.gov/ess/pinspals, or via compact disks.

The PINS annually target topical training and presentations to specific audiences based on needs reported on training/presentation evaluation forms, phone calls, and consultation requests. They provide training to pre-service educators to encourage more proactive parent-school relationships. Both information and training are available in Spanish formats. A video lending library has been utilized for individual viewing or video-led workshops. Most of the printed documents and videos entail scientifically based research practices for FY 2003

Capacity-Building Grants

The ESS disperses its Capacity-Building funds through a competitive grant process. One of the priority needs that applicants can focus upon is improving parent-school decision-making. These grants are funded for two years with the possibility of being funded for an additional two years. Applicants must describe how the project activities will be sustained after the grant expires. Evaluation of outcomes has been refined annually.

Targets/Progress or Slippage/Activities

Targets	Explanation of Progress/Slippage	Activities, Timeline and Resources
July 1, 2002 to June 30, 2003		
Require PEAs to report results on performance indicators by numbers rather than percentage.	PEAs reported data in a manner that made analysis more useful and the setting of baseline data possible.	
Establish baseline for performance indicators related to parent participation and measure against state goal of 75% satisfaction.	See Table 7. Data indicate that parent satisfaction with their participation in the special education process substantially exceeded the established goal of 75%.	
Improve compliance in areas related to parent participation that fell below 80% by 2%.	Data indicate that all areas that fell below 80% increased by 2% and that all but one of the other areas increased also. Progress can be attributed to technical assistance initiatives and funding strategies that the State has used to increase parent involvement	
Establish a coalition of parent support/information groups to provide a central website.	The website was established and as of February 2004, the EAPN had 35,302 visitors.	
July 1, 2003 to June 30, 2004		
Improve compliance in areas related to parent participation that fell below 80% by 2%. Maintain other areas.		Fall 2003: Include emphasis on IEP requirements and procedural safeguards in TA and training. Spring 2004: Notify all PEAs of most significant monitoring deficiencies.
Establish a baseline through PALS to measure growth in parent partnerships with PEAs.		Fall 2003: Identify score tool for partnership measure. Spring 2004: Initiate survey to establish baseline.

Establish collection of common data set in conjunction with EAPN members		Spring 2004: EAPN attendance at Mark Friedman workshops on performance accountability. Summer 2004: Identify next steps in performance accountability.
Improve the reporting of outcomes from parent oriented capacity building grants		Winter 2003: Grant application to include specific requirements for outcome reporting. Spring 2004: Grant awarded
Maintain high level of training through the PINS network		Fall 2003: Initiate training and information programs. Winter 2003: Investigate qualitative options for parents application of skills following trainings. Spring 2004: Attend Friedman training. Summer 2004: Formulate a method for collecting impact data.

Cluster IV: Free Appropriate Public Education in the Least Restrictive Environment

State Goal

Arizona will ensure that all children with disabilities receive a free appropriate public education in the least restrictive environment that promotes a high quality education that prepares them for employment and independent living.

BF. I Probe

Is the percentage of children with disabilities receiving special education by race/ethnicity significantly disproportionate to the percentage of children by race/ethnicity in the general population; and are the educational environments and disability categories significantly disproportionate to state data?

Performance Indicators

Disproportionality data at the local level will be analyzed for potential areas of improvement and efforts will be undertaken to identify tractable factors with effective and individualized strategies for improvement.

Baseline and analysis of trend data

Refer to Attachment 2: Disproportionality table

When the ethnicity of the general population of students is compared to the ethnicity of students with disabilities, these areas of disproportionality are noted:

- African-American students are overrepresented in the areas of MR and ED.
- Hispanic students are underrepresented in the categories of A, ED, OHI, TBI, and VI.
- Native American students are overrepresented in eight disability groups; however, six of these disabilities involve sensory impairments that are not likely to be misidentified. The two categories that are considered as potentially overidentified are SLD and MR.
- White students are overidentified in the categories of A, ED and OHI. However, as the incidence rate of autism is a growing issue in the U.S. and the causes of that growth rate have not been determined, Arizona has focused and will continue to focus its attention on the categories of OHI and ED.
- There needs to be further analysis of data and local practices to determine if Arizona PEAs are inappropriately over- and underidentifying students in specific ethnic groups.

Targets/Progress or Slippage/Activities

Targets	Explanation of Progress/Slippage	Activities, Timelines, and Resources
July 1, 2002–June 30, 2003		
Establish a task force to look at disproportionality issues.	The task force identified four strategies to focus on with the end goal of providing assistance to districts with high rates of disproportionality	
July 1, 2003 - June 30, 2004		
Incorporate placement by ethnicity in the work of the disproportionality task force.		<p>Fall 2003: Expand the disproportionality task force.</p> <p>Winter 2003: Analyze placement by ethnicity by disability data and present to task force.</p> <p>Spring 2004: Plan state meeting to formulate strategies for change in PEAs with disproportionate numbers and/or placements</p>
Continue development of disproportionality task force by expanding membership to form subgroups addressing each identified strategy.		<p>Summer 2003: Develop disproportionality database allowing the state to look at district level data.</p> <p>Fall 2003: PEAs with high disproportionate numbers in 2003 to be identified and invited to attend training aimed at providing resources and assistance.</p> <p>December 2003: disproportionality task force to finalize action plan.</p> <p>Spring 2004: Establish Capacity building grants for PEAs with significant disproportionality.</p> <p>.</p>

BF. II Probe

Are high school graduation rates and dropout rates for children with disabilities comparable to graduation rates and dropout rates for nondisabled children?

Performance Indicators

High school graduation rates and dropout rates for student with disabilities are comparable to rates of their nondisabled peers.

Baseline and analysis of trend data

Arizona currently does not have the ability to compare graduation rates and dropout rates for children with disabilities to the rates of their nondisabled peers.

The two formulas Arizona uses to calculate the graduation rates and the dropout rates for children with disabilities are:

Graduation rate =

$$\frac{\# \text{ Children ages 14–21 who graduated}}{\# \text{ Children ages 14–21 who graduated with a diploma + dropped out + died + reached maximum age}}$$

Dropout rate =

$$\frac{\# \text{ Children ages 14–21 who dropped out}}{\# \text{ Children ages 14–21 who graduated with a diploma + dropped out + died + reached maximum age}}$$

The two formulas Arizona uses to calculate graduation rates and dropout rates for nondisabled children are:

Graduation rate = % students who graduate within 5 years of beginning high school

Dropout rate = % students who are either: (1) enrolled at the end of the previous school year or (2) enrolled at some point during the current school year AND leave school before either (1) the beginning of the current school year or (2) the end of the current school year AND do not transfer to another qualified educational facility, do not graduate, and do not die

Table 9: Graduation Rates by Disability

Graduation Rates for SWD by Disability			
Disability	2000-2001	2001-2002	2002-2003
A	90.00%	83.33%	86.36%
DB	75.00%	55.56%	50.00%
ED	40.10%	45.45%	47.44%
HI	76.19%	88.76%	86.46%
MD	58.59%	56.36%	53.85%
MR	63.59%	60.83%	60.23%
OI	82.14%	63.16%	84.00%
OHI	70.13%	72.94%	81.10%
SLD	59.96%	66.86%	71.82%
SLI	61.90%	59.43%	63.46%
TBI	73.68%	89.47%	69.23%
VI	86.49%	72.97%	93.33%
ALL	59.52%	64.77%	69.34%

Figure 10: Graduation Rate Improvement

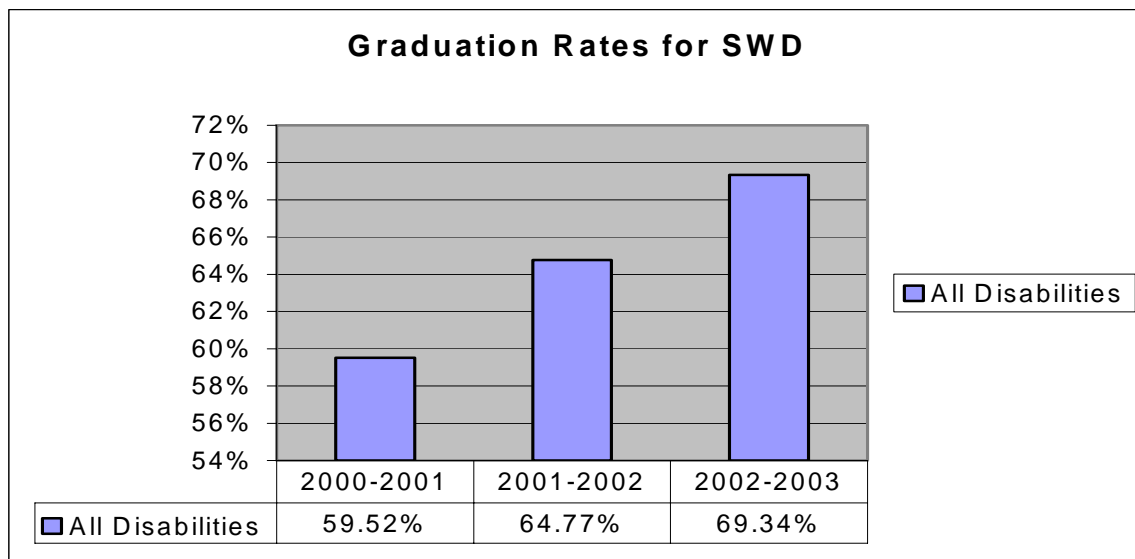
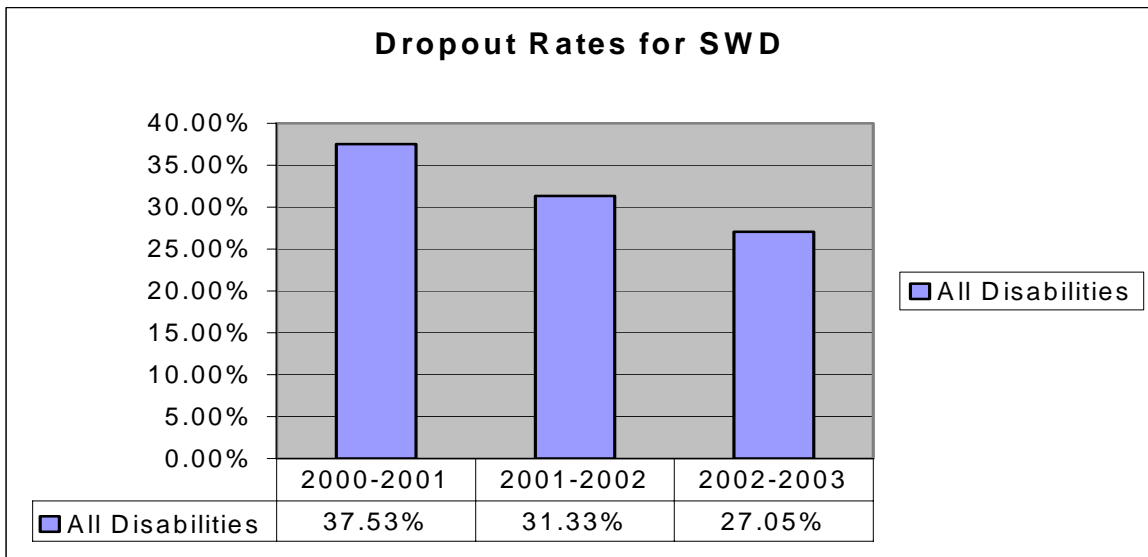


Table 10: Dropout Rates by Disability

Dropout Rates for SWD by Disability			
Disability	2000-2001	2001-2002	2002-2003
A	10.00%	11.11%	0.00%
DB	12.50%	44.44%	50.00%
ED	58.10%	53.07%	49.15%
HI	20.24%	10.11%	12.50%
MD	7.07%	9.09%	15.38%
MR	23.59%	21.41%	20.47%
OI	10.71%	34.21%	12.00%
OHI	28.13%	23.53%	17.32%
SLD	39.10%	31.46%	26.91%
SLI	36.51%	40.57%	32.69%
TBI	26.32%	10.53%	23.08%
VI	8.11%	13.51%	3.33%
ALL	37.53%	31.33%	27.05%

Figure 11: Dropout Rate Improvement



Arizona continues to improve results in the high school graduation requirement of a passing score on the AIMS in reading, writing, and math. The implementation of this requirement will commence in FY 2006. Twenty credit hours are required by State Board rule for graduation; however, PEAs are permitted to set higher graduation requirements. At this time, IEP teams may determine alternative passing scores on the AIMS and alternate course selections for students with disabilities, but may not waive the testing requirement or the total number of credits needed

for graduation. No alternate forms of diploma are available. The state does issue a GED but, by agency policy, a GED is not considered to be a regular high school diploma.

Plans are currently underway to pilot a program in which a number of PEAs will collect comparable graduation and dropout rates for children with disabilities and their nondisabled peers in FY 2005; full implementation will occur statewide by FY 2006.

For FY 2003, the average statewide graduation rate for students with disabilities was 71%, surpassing the state goal set in the 2001 Biennial Performance Report of equal or greater than 60%. Of the total number of PEAs, 142 PEAs, most of whom are charter schools, were below the state goal of 60%.

Arizona is concerned about the low graduation rates in children identified as emotionally disabled and those with multiple disabilities (see Table 9). However, statewide, the graduation rates have improved over the last three years (see Figure 10).

For FY 2003, the average statewide dropout rate was 27%, higher than our state goal of less than 10%. Of this percentage of dropouts, 135 PEAs had higher percentages than the state goal of 10%.

Arizona is highly concerned with a high dropout rate shown in children who are identified as emotionally disabled (see Table 10). However, like the overall graduation rate, the statewide dropout rates have improved over the last three years (see Figure 11).

Targets/Progress or Slippage/Activities

Targets	Explanation of Progress/Slippage	Activities, Timelines, and Resources
July 1, 2002–June 30, 2003		
Maintain graduation rates at or above 60%.	The graduation rate has increased. Publication of rank order data was shared with PEAs and increased awareness of appropriate reporting procedures.	
Maintain dropout rates at or below 10%.	The calculation of reliable dropout statistics continues to challenge the State. Moving to a single system for calculation will assist in understanding the reality for students with disabilities.	

July 1, 2003–June 30, 2004		
Develop a system to compare graduation rates Maintain graduation rates at or above 70.5% (minimum AYP requirement). Maintain dropout rates at or below 10%. Improve graduation rates for children with emotional disturbance and multiple disabilities by 2%		Fall 2003: Share rank order data with LEAs Spring 2004: Select LEAs for pilot program to collect graduation and dropout rate data for comparability. Spring 2004: Utilize SAIS to better track students

BF. III Probe

Are suspension and expulsion rates for children with disabilities comparable between public education agencies within the state?

Performance Indicators

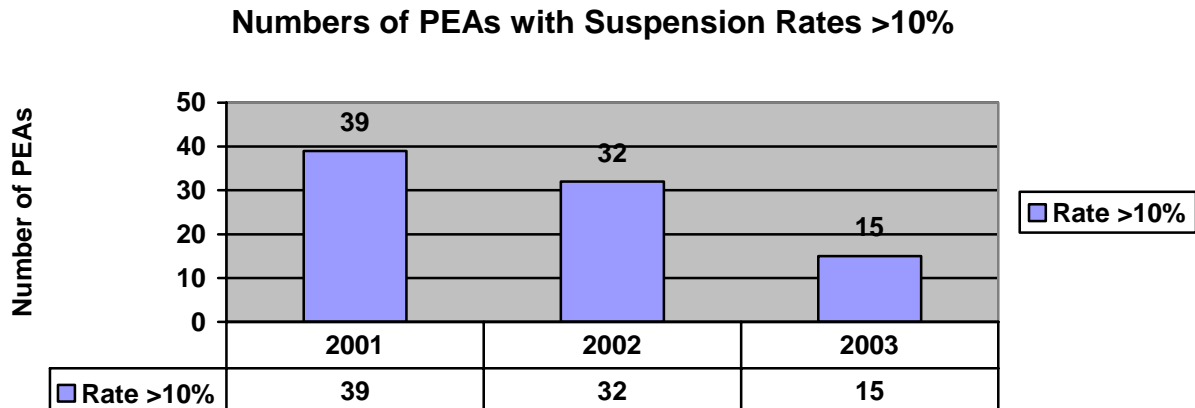
The number of PEAs with suspension rates over 10% of their students with disabilities will be reduced over time.

Baseline and analysis of trend data

Arizona currently does not have the ability to compare suspension/expulsion rates for children with disabilities to their nondisabled peers. Comparison among PEAs within the state is the method used by Arizona to analyze suspension/expulsion data.

In the vast majority of districts and charter schools, suspensions for longer than 10 days has not been an issue. In 2002–2003, only 15 PEAs (of more than 450) had rates greater than 10% and only nine of those PEAs suspended more than two students. Figure 12 demonstrates the decline in numbers of PEAs with suspension rates greater than 10% of their students with disabilities.

Figure 12: Suspension Rates



Targets/Progress or Slippage/Activities

Targets	Explanation of Progress/Slippage	Activities, Timelines, and Resources
July 1, 2002–June 30, 2003		
Reduce the % of programs with a suspension rate >10% to 5.5%	Arizona achieved the target set in the 2001 Biennial Performance Report, as the current rate is 3.4% of the PEAs. Public rank order sharing of data, workshops on data collection, ESS sponsored school-wide behavioral initiatives, and increased emphasis on counseling services may have contributed to the lower suspension rates.	
July 1, 2003–June 30, 2004		
Reduce suspension rates in targeted PEAs with high suspension numbers		Fall 2003: Form a task force on suspension. Winter 2003: Analyze data and select PEAs needing attention. Spring 2004: Align PEAs with TA and grant opportunities.

BF. IV Probe

Do performance results for children with disabilities on large-scale assessments improve at a rate that decreases any gap in achievement between children with disabilities and their nondisabled peers?

Performance Indicators

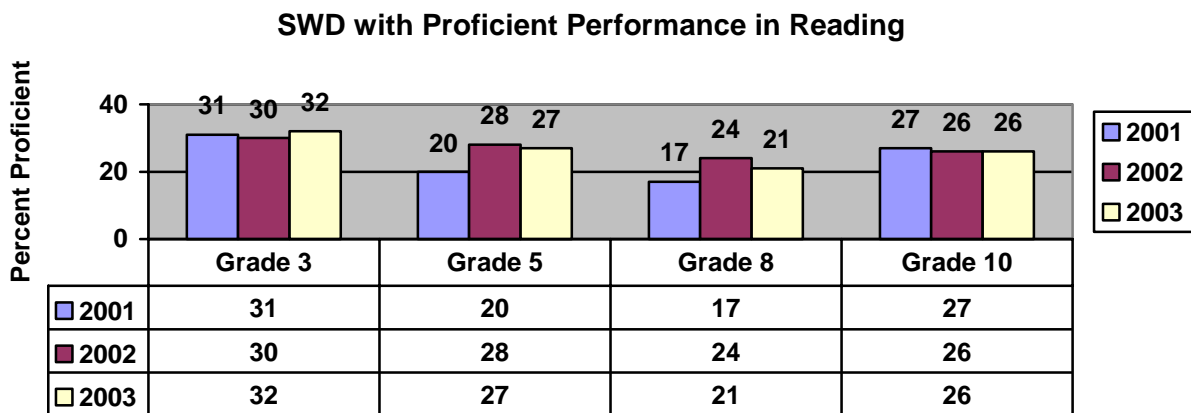
The performance results for children with disabilities on large-scale assessments will improve over time.

Baseline and analysis of trend data

See Attachment 3.

All references to performance data are from the state assessments that are required by No Child Left Behind (NCLB) for the state of Arizona. As demonstrated in the Figure 13, over the last three years there has been a small improvement in the percent of students with disabilities scoring at proficient or above on the Arizona's state reading assessments at most grade levels. With the intensive efforts being put forth in Arizona in the area of reading – with both the state Reading First grant and the State Improvement Grant, it is expected that more progress will be seen in future years as these efforts are rewarded.

Figure 13: Reading Performance



Closing the achievement gap between students with disabilities and all students is difficult at best. The very factors that contributed to students' special education eligibility make it difficult for students to learn more in one year than typical students might. Arizona has, therefore, elected to report the difference in percentage points of students scoring proficient (or above) as a measure of progress. Using Figure 14, it can be determined that, in 2001, there was a difference of 35 percentage points between the number of students with disabilities scoring proficient and the number of all students scoring proficient. In 2003, that difference was reduced to 30 percentage points, indicating progress for students with disabilities in the state. In the area of reading, while the gap has slightly increased in the third grade, the gap was consistently reduced in fifth, eighth and tenth grades from 2001 results.

Figure 14: Closing the Gap in Reading

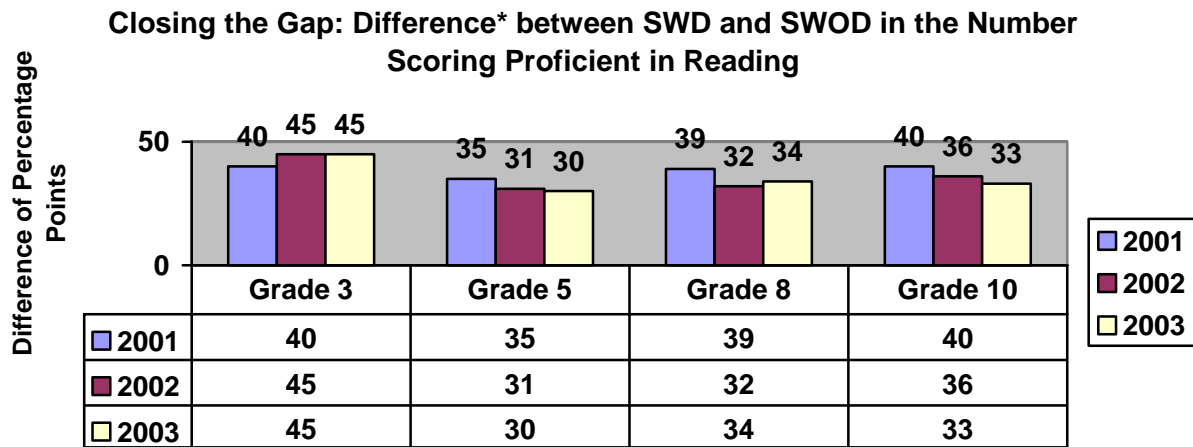
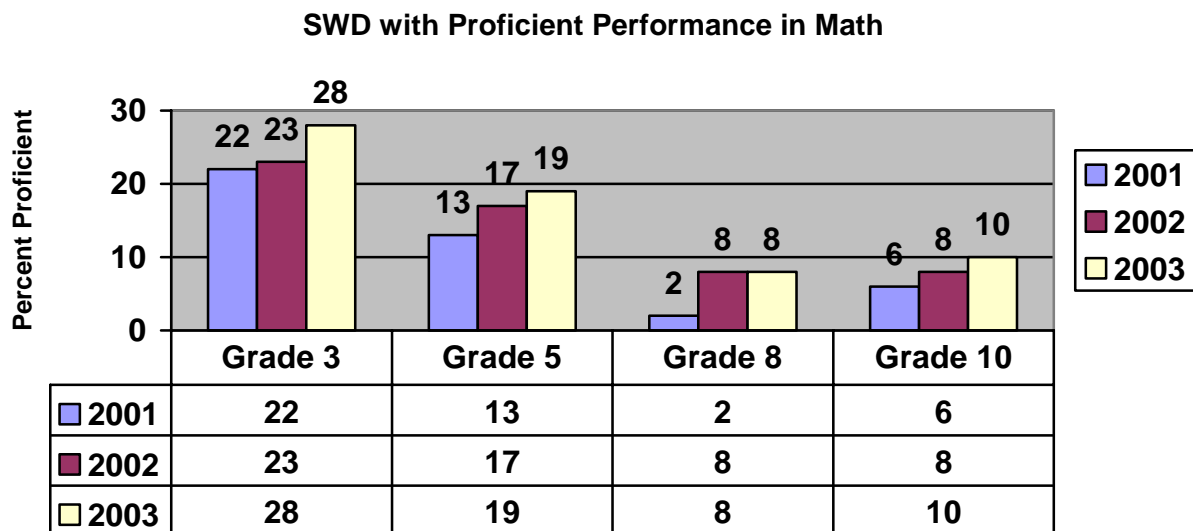
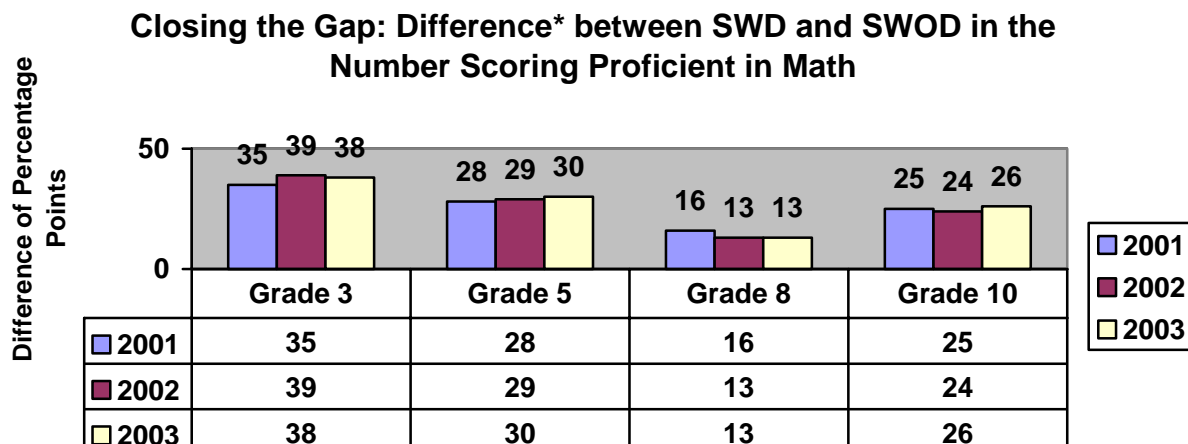


Figure 15: Math Performance



Academic achievement gains are evident in the area of math, where performance has improved by six percent for all grade levels for all three years (Figure 15). It should be noted that the number of students scoring at the proficient level on the Arizona math assessment is very low across the board and revisions to the math assessment have been underway for two years.

Figure 16: Closing the Gap in Math



However, even with more students with disabilities scoring at the proficient level in math, the achievement gap between students with disabilities and their nondisabled peers has not shown any substantial improvement (Figure 16). It is, however, important to note that the gap between scores in math is markedly less than the gap seen in reading scores. Arizona faces a challenge in the task of closing the achievement gaps between students with and without disabilities.

For the spring 2003 state assessments, there were 1472 schools (of 1695 schools) for which AYP was determined for the disability subgroup in reading. Of these 1472 schools, AYP was made by the disability subgroup in 100% of the schools. For the spring 2003 state assessments, there were 1467 schools for which AYP was determined for the disability subgroup in math. Of these 1467 schools, AYP was made by the disability subgroup in 1464 schools (99.7%). However, these numbers are somewhat misleading because of the inclusion of small schools and charters in these calculations, all of which may have one or more grades with less than 30 students in the disability subgroup. As a result, the school would make AYP for the subgroup automatically at that particular grade and in that subject area.

At the district level, 386 of 413 districts made AYP in reading (93%), while 403 of 410 districts' disability subgroups made AYP in math (98%).

In Arizona, more students are tested than are enrolled in the public schools. Our testing records include scores of students in private schools; secure care facilities and home schools. Additionally, the enrollment numbers are somewhat understated given that students who are enrolled in multiple grades or multiple schools as well as those reporting multiple ethnicities are removed from the final count in order to eliminate duplication. This is a data collection issue that Arizona is aware of and is working to improve by developing unique student identifier numbers. However, given the current situation, on Attachment 3 the number tested is greater than the number enrolled.

The participation rate for spring 2003 assessments for students with disabilities was 90% for all assessed grades, except tenth grade where the participation rate was 83%. Arizona met the state target established in the 2001 Biennial Performance Report but falls short of the NCLB requirement of 95%.

Targets/Progress or Slippage/Activities

Targets	Explanation of Progress/Slippage	Activities, Timelines, and Resources
July 1, 2002–June 30, 2003		
Monitor assessment results	Students with disabilities made gains in their performance. With a better coding system on assessment answer sheets, as well as more specific guidelines in terms of test administration and use of accommodations for students with disabilities this gain is expected to increase in the future	
Establish system to determine adequate yearly progress (AYP) for schools, districts, and the state as well as all the required subgroups.	The state's students with disabilities made AYP through the use of safe harbor in mathematics, as well as reading in fifth and eight grades.	
July 1, 2003–June 30, 2004		
Improve performance of children with disabilities on large-scale assessment by 2%.		<p>Fall 2003: Work with State teams to provide technical assistance to schools.</p> <p>Winter 2003: Develop technical assistance documents for improving results for students.</p> <p>Fall 2003: Develop SIG reading initiative to promote the area of reading instruction.</p> <p>Spring 2004: Provide trainings, professional development sessions and any resources requested by schools.</p>
Initiate a set of validity studies for Arizona's alternate assessment (AIMS-A).		<p>Spring 2004: Assign staff to lead the AIMS-A validity team.</p> <p>Summer 2004: Convene work group to establish validity measures to be used.</p>

BF. V Probe

Are children with disabilities educated with nondisabled peers to the maximum extent appropriate?

Performance Indicators

1. The percent of school-aged children with disabilities educated with nondisabled peers will be maintained.
2. The percent of preschool children with disabilities educated with nondisabled peers will increase over time.

Baseline and analysis of trend data

Kindergarten through High School

Table 11: LRE Placement by Disability

Percent of Students, Ages 6-21, Served in Different Settings								
Category	Outside Regular Class						Separate Facility	
	less than 21%		21% - 60%		more than 60%			
	AZ	Nat'l	AZ	Nat'l	AZ	Nat'l	AZ	Nat'l
SLD	44.22	46.88	44.70	38.59	10.43	13.49	0.28	0.65
SLI	94.17	86.96	4.01	7.53	1.79	4.69	0.02	0.70
MR	6.00	10.94	17.29	30.52	73.64	52.63	2.48	4.94
ED	26.41	28.76	20.98	23.01	34.44	30.66	15.80	12.38
MD	22.33	11.59	21.66	17.25	46.68	46.86	7.97	19.86
HI	36.49	42.99	26.15	19.29	16.25	23.65	4.06	6.65
OI	57.28	45.75	16.12	22.20	24.10	27.52	0.47	2.74
OHI	46.29	49.54	34.10	31.37	17.83	15.27	0.86	1.68
VI	45.47	52.52	23.69	17.31	14.81	16.57	7.49	5.79
A	23.92	24.66	10.89	17.82	57.19	45.52	7.40	10.47
DB	20.00	17.56	9.23	19.97	30.77	32.25	16.92	16.51
TBI	31.82	28.45	30.19	34.77	36.04	27.84	0.65	6.43
ALL	47.61	48.22	31.72	28.73	17.91	19.02	2.12	2.87

Generally speaking, Arizona compares favorably in educating students aged 6-21, in the least restrictive environment (see Table 11).

Preschool

Figure 17: Preschool Settings

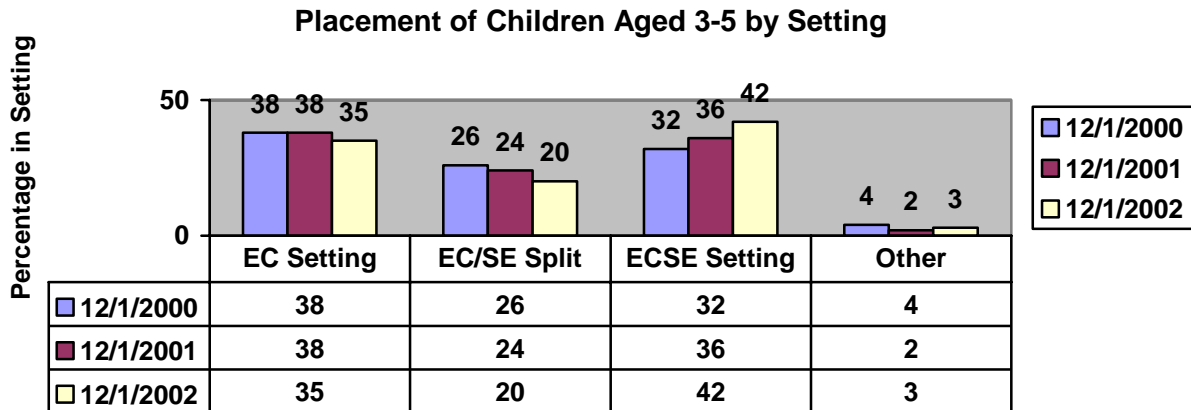


Figure 17 reflects the placement data reported to the USDOE in the annual census count and, as such, includes kindergarten 5-year-old children. The percent of **preschool** children served in settings designed for nondisabled children is a concern for Arizona as that rate is less than half of the national average of 35% in 2002. The state funding system for typical children under State Block Grant and Title I may be a barrier to preschool inclusion.

Part of the State funding system includes dollars for the building and remodeling of facilities. The State Facilities Board drives this funding and the board does not allow the inclusion of children under kindergarten age to be factored into the square footage requirements for schools. As the population in Arizona is growing very rapidly and schools are continuously pressured with regard to space, public school preschool programs (other than special education programs) struggle to maintain physical space on school campuses. Other barriers include lack of training to PEAs, a limited number of qualified teacher training programs, and inconsistent data collection systems.

In past years, Arizona offered substantial numbers of reverse mainstream placements that provided inclusive environments to preschool children with disabilities and affordable early childhood opportunities to typically developing children. The change in the federal guidelines for reverse mainstream programs (to 50% typical children) had a substantial negative impact on these programs. The combination of state childcare licensure requirements and the IDEA mandate to admit all eligible children with disabilities as they turn three years of age makes the 50% ratio for reverse mainstream classification impossible to maintain throughout a school year. While some districts continue to offer the integrated programs, the 50% rule has changed the reported placement of their children into the ECSE category.

The steering committee for the OSEP self-assessment determined that preschool LRE placements were in “partial implementation and in need of improvement” and varied widely among Arizona’s PEAs.

Targets/Progress or Slippage/Activities

Targets	Explanation of Progress/Slippage	Activities, Timelines, and Resources
July 1, 2002–June 30, 2003		
Maintain high levels of regular class placement of students with disabilities k-12	Training and technical assistance to schools to assist IEP teams in making appropriate decisions resulted in multiple placement options being available in schools.	
Initiate efforts to reverse downward trend of inclusive placements for preschool children	Efforts included: Reestablishing the 619 coordinator position to preschool only responsibilities Increase TA to district ECSE programs Approval of EC standards for all state programs Establishment of an ADE early childhood division	
July 1, 2003–June 30, 2004		
Improve the coordination between the special education EC program and other ADE EC programs		Summer 2003: Development of an Early Childhood Education unit combining preschool regular and special education funding. Fall 2003: Development of a vision to work toward inclusive preschools throughout the State. Winter 2003: Begin work with Institutes of Higher Education to align teacher preparation programs with quality preschool programs including ECSE. Spring 2004: Train on EC standards to support LRE considerations for SWD.

Continue efforts to improve LRE options for preschool children with disabilities		<p>Winter 2003: Establish a Preschool Task Force to address LRE issues</p> <p>Spring 2004: Collaborate with ADE data managers and request technical assistance to develop data collection in regard to preschool LRE.</p> <p>Spring 2004: Provide guidance to the State on services for children, ages 3-5, in the LRE</p> <p>Spring 2004: Modify 619 grant application to emphasize LRE preschool data.</p> <p>Summer 2004: Provide districts written guidance on appropriate uses of preschool funds including special education, Title I, and State block grant to increase LRE options</p>
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BF. VI Probe

Are the early language/communication, prereading, and social-emotional skills of preschool children with disabilities who are receiving special education and related services improving?

Performance Indicator

The prereading skills of preschool children with disabilities will improve.

Baseline/Trend Data

Arizona has not collected any data in this area. Options for data collection will need to be investigated and plans for collection developed.

Targets/Progress or Slippage/Activities

Targets	Explanation of Progress/Slippage	Activities, Timelines and Resources
July 1, 2002–June 30, 2003		
No target has been established for this performance indicator since it was not identified as an area for data collection during this period of time.	Arizona has not collected data in this area since it was not identified as an area for data collection during this time period.	
July 1, 2003–June 30, 2004		
Initiate collection of information regarding pre-reading skills		<p>Spring 2004: Identify SIG initiatives that will support data collection in pre-reading skills</p> <p>Summer 2004: If possible, determine baseline and improvement data from 1st year of SIG</p>
Develop a plan for appropriate data collection that will support analysis of the content areas.		<p>Winter 2003: Develop trainings on comprehensive developmental assessments to monitor language & /communication, pre-reading, and social-emotional development.</p> <p>Spring 2004: Work with OSEP to understand data element requirements.</p> <p>Spring 2004: Obtain technical assistance from NCSEAM to develop preliminary plans for data collection.</p> <p>Spring 2004: Modify 2005 State Performance Indicators to reflect the IEP goal attainment of preschool children with disabilities</p>

Cluster Area V: Secondary Transition

State Goal

Arizona will improve compliance on secondary transition requirements, including future development of a mechanism for determining the percentage of youth with disabilities participating in post-school activities is comparison to that of nondisabled youth.

Probe

Is compliance on secondary transition requirements improving and is the state investigating the development of a mechanism for determining post school outcomes for students with and without disabilities?

Performance Indicator

1. Compliance on transition requirements will improve.
2. Student and family involvement in the transition planning process will increase.
3. Systems to collect, analyze, and report post school outcome data will be investigated.

Baseline and analysis of trend data

Exceptional Student Services (ESS) conducts compliance monitoring for all IDEA procedural requirements on a six-year-cycle. A portion of the compliance monitoring specifically addresses statements pertaining to the successful transition of youth with disabilities 14 – 22.

In addition to this information collected from student files, the ESS also conducts student and family interviews with questions specific to the transition requirements. Training is conducted throughout the state with educators regarding these requirements, how to document such requirements as well as provide a quality educational program to each student. Table 12 below demonstrates the improved results in PEA monitoring pertaining to the specific data points related to transition services during fiscal years 2002 and 2003.

Table 12: Monitoring Results on Transition Requirements

Description of Item	2002 Percent Compliance	2003 Percent Compliance
IEP team included the required participants	67	78
Present levels of educational performance	70	86
Documentation that the student was invited	N/A	77
Student expressed post school outcomes based upon preferences, interests and needs	57	82
By age 14, course of study leading to post school outcomes	44	73
By 16, a statement of needed transition services	63	89
Coordinated set of strategies supporting post school goals	55	75
If appropriate, interagency linkages and responsibilities	44	74
By age 17, statement of transfer of rights at age of majority	54	83

For each item found in partial or non-compliance, PEAs develop corrective action plans. If specific student files shows a lack of courses of study and /or coordinated strategies, PEAs have 45 days to correct such items through reconvening an IEP meeting. ESS maintains a database that tracks each PEA's progress toward completing both 45-day items and systems issues. In the fall of 2001, Arizona worked closely with Mountain Plains Regional Resource Center to begin the Transition Outcomes Project, a national effort to help educators understand what is required in implementing the transition requirements. Arizona educators were trained on the IDEA transition requirements and on a data tool to analyze their present levels of performance in meeting the requirements. A baseline for compliance was determined through file reviews. Files were reviewed a year later to demonstrate systems changes. To date, over 1500 files have been reviewed by PEAs to provide baseline data, and over 300 files have been reviewed providing final data to schools. Over 135 PEAs have attended the trainings and are using the data checklist as a self-assessment in meeting the transition requirements. Table 13 reflects items on the checklist and the progress made as a result of project participation and implementation.

Table 13: Transition Outcomes Project Results

Description	Baseline % YES	Final % YES
Did the public agency invite the student?	92	97
Did the student attend the IEP meeting?	68	78
Did the public agency take steps to ensure student preferences and interests were considered?	74	92
Did the public agency invite a representative of any outside agency likely to be responsible for providing or paying for transition services?	33	35
If a representative did not attend, did the public agency take steps to obtain participation in the planning of transition?	10	23
Was parent notice provided?	89	94
Does the parent notice indicate one of the purposes is to discuss transition services?	68	93
Does the notice indicate the school will invite the student?	93	99
Does the notice identify any other agency to be invited?	21	47
Does the notice indicate the date, time and location of the meeting and who will be invited?	96	98
Does the notice inform parents they may invite anyone with knowledge or expertise of their child?	37	77
Does the IEP include a statement of present levels of performance related to transition services?	64	87
Does the IEP include a course of study relevant and meaningful to the student?	48	80

Does the IEP include a statement of needed transition services?	83	94
Does the statement of transition services include:		
• Instruction	88	96
• Related Services	61	76
• Community experiences	72	90
• Employment and other post school adult living	80	96
• Daily living skills	58	81
• Functional vocational evaluation	44	71
Are the activities coordinated?	39	83
Do the activities promote movement from school to the desired post-school goals?	43	83
If appropriate, does the IEP include a statement of interagency responsibilities or needed linkages?	60	76
Are the statements reviewed and revised annually?	66	82
Does the IEP include a statement regarding transfer of rights at age of majority?	85	99

Arizona is currently engaged in a second round of the OSEP continuous improvement monitoring process (CIMP). The Special Education Advisory Panel (SEAP) is serving as a steering committee for the CIMP and, while the CIMP is not complete as of the date of this report, the Secondary Transition section has been evaluated. The SEAP determined that:

- There is insufficient data regarding the percentage of youth with disabilities participating in post school employment, education, and other activities comparable to that of youth without disabilities as no mechanism for such data collection currently exists;
- A mechanism for collecting data regarding students with disabilities aged 14 and older having statements of transition service needs focusing on a course of study currently is fully functioning
- A mechanism for collecting data regarding students with disabilities aged 14 and older participating in appropriate transition meetings is fully functioning.

ESS examined complaints, requests for early complaint resolution, mediation, and due process hearings related to transition concerns. The issues and outcomes are as follows:

July 1, 2001 to June 30, 2002

- Formal complaint investigations: Two complaints were investigated and the allegations revolved around the lack of transition goals in the IEP.
- Due process hearing requests: Five requests were submitted in the area of transition. Two were withdrawn, two were dismissed after private settlement, and one was heard. The hearing officer found in favor of the school on all counts;
- Mediation: No requests were received.

July 1, 2002-June 30, 2003

- Early dispute resolution: Three families resolved issues with schools related to long-range planning for life skills, the identification and linkages to outside agencies, and the successful transition from middle to high school;
- Due process hearing requests: Two requests were submitted and both were dismissed and settled privately;
- Mediation: No requests were received.

Targets/Progress or Slippage/Activities

Targets	Explanation of Progress/Slippage	Activities, Timeline and Resources
July 1, 2002 to June 30, 2003		
Increase compliance in the area of secondary transition by 5%.	Data indicate that Arizona substantially exceeded its target. The coordinated efforts with respect to monitoring and providing technical assistance in the area of secondary transition has been successful in focusing PEAs on specific components of the transition process.	
Investigate the potential options for collection of post school outcomes for students with and without disabilities	Arizona has not collected data in this area since it was not identified as an area for data collection during this time period.	
July 1, 2003 to June 30, 2004		
Improve monitoring results in those areas of transition that fell below 75% compliance by 2%.		Fall 2003: Hold statewide transition conference. Spring 2004: Conduct regional outreach training on transition elements.

Continued program improvement to increase the numbers of students and families actively engaging in the transition planning process.		<p>Fall 2003: In collaboration with parents of children with disabilities, develop <i>Navigating the Transition Highway: From Tots to Teens with Ease</i></p> <p>Winter 2004: Field-test <i>Navigating...</i> document.</p> <p>Summer 2004: Print <i>Navigating...</i> document.</p> <p>On-going 2004: Identify students and families for participation on various state planning committees and work groups.</p> <p>On-going 2004: Provide trainings and technical assistance on self-determination and self-advocacy</p>
Investigate the potential options for collection of post school outcomes for students with and without disabilities.		<p>Winter 2003: Initiate discussions with other divisions within the ADE and outside agencies to address data requirements for post school outcomes and identify options.</p> <p>Spring 2004: The Arizona Transition Leadership Team is scheduled to address data collection and analysis, including post school outcomes.</p>

Attachments

ATTACHMENT 1

Attachment 1: Dispute Resolution is embedded in the body of the report in Cluster Area I, page 5.

ATTACHMENT 2:
Disproportionality Baseline/Trend Data
Cluster Area IV: Free Appropriate Public Education in the Least Restrictive Environment

R O W	A	B	C	D	E	F	G	H	I	J	K	L
		All Columns C+E+G+I+K	White	Percent White (C / B)*100 Rows 1 and 2 only	Black	Percent Black (E / B)*100 Rows 1 and 2 only	Hispanic	Percent Hispanic (G / B)*100 Rows 1 and 2 only	Asian	Percent Asian (I / B)*100 Rows 1 and 2 only	American Indian	Percent American Indian (K / B)*100 Rows 1 and 2 only
1	ENROLLMENT Ages 6-21	890207	451553	51	42655	5	318216	36	19368	2	58415	6
ALL CHILDREN WITH DISABILITIES, AGES 6-21												
2	All Disabilities	92882	46474	50	5685	6	32043	35	1005	1	7675	8
3	Difference (Row 2 - Row 1)			-1		1		-1		-1		2
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.019		0.20		-0.028		-0.5		0.33
BY DISABILITY CATEGORY												
2	Specific Learning Disabilities	53347	24443	46	3260	6	20178	38	389	1	5077	9
3	Difference (Row 2 - Row 1)			-5		1		2		-1		3
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.09		0.2		0.05		-0.5		0.5
2	Mental Retardation	7413	3102	42	627	8	3021	41	107	1	556	8
3	Difference (Row 2 - Row 1)			-9		3		5		-1		2
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.18		0.6		0.14		-0.5		0.33
2	Autism	1689	1121	66.37	114	6.75	368	21.79	52	3.08	34	2.01
3	Difference (Row 2 - Row 1)			15.37		1.75		-14.21		1.08		-3.99
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.30		0.35		-0.39		0.54		-0.67
2	Deaf and Blind	65	37	56.92	0	0	19	29.23	0	0	9	13.84
3	Difference (Row 2 - Row 1)			5.92		0		-6.77		0		7.84
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.12		0		0.19		0		1.30

2	Emotional Disability	5892	3956	67.14	556	9.44	1060	17.99	44	0.75	276	4.68
3	Difference (Row 2 - Row 1)			16.14		4.44		-18.01		-1.25		-0.17
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.32		0.89		-0.5		-0.63		-0.22
2	Hearing Impairment	1625	759	46.70	56	3.45	592	36.43	50	3.08	168	10.34
3	Difference (Row 2 - Row 1)			-4.3		-1.55		0.43		1.08		4.34
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.08		-0.31		0.01		0.54		0.72
2	Multiple Disabilities	2488	1412	56.75	139	5.59	643	25.84	32	1.29	262	10.53
3	Difference (Row 2 - Row 1)			5.75		0.59		-10.16		-0.71		4.53
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.11		0.12		-0.28		-0.36		0.76
2	Multiple Disabilities, Specific Sensory Impairment	74	33	44.6	2	2.70	22	29.73	0	0	17	22.97
3	Difference (Row 2 - Row 1)			-6.4		-2.3		-6.27		0		16.97
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.13		-0.46		-0.17		0		2.83
2	Other Health Impairment	2815	1924	68.35	165	5.86	566	20.10	30	1.07	130	4.62
3	Difference (Row 2 - Row 1)			17.35		0.86		-15.9		-0.93		-1.38
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.34		0.17		-0.44		-0.46		-0.23
2	Orthopedic Impairment	639	370	57.90	29	4.54	183	28.64	18	2.82	39	6.10
3	Difference (Row 2 - Row 1)			6.9		-0.46		-7.36		0.82		0.1
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.14		-0.09		-0.20		0.41		0.017
2	Speech Language Impaired	15953	8849	55.47	684	4.29	5150	32.28	268	1.6	1002	6.28
3	Difference (Row 2 - Row 1)			4.47		-0.71		-3.72		-0.4		0.28
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.09		-0.14		-0.10		-0.2		0.05
2	Traumatic Brain Injury	308	170	55.19	22	7.14	83	26.95	4	1.29	29	9.42
3	Difference (Row 2 - Row 1)			4.19		2.14		-9.05		-0.71		3.42
4	Relative Difference			0.08		0.42		-0.25		-0.36		0.57

	(Row 3/ Row 1) Bold if > 0.20 or < -0.20											
2	Visual Impairment	574	298	51.91	31	5.40	158	27.53	11	1.92	76	13.24
3	Difference (Row 2 - Row 1)			0.91		0.4		-8.74		-0.08		7.24
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.02		0.08		-0.24		-0.04		1.21
Insert additional row sets (rows 2-4) for each disability category.												
BY EDUCATIONAL ENVIRONMENT												
2	Outside Regular Class 21%	44223	24138	55	2205	5	13933	31	508	1	3439	8
3	Difference (Row 2 - Row 1)			4		0		-5		-1		2
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.08		0		-0.14		-0.5		0.33
2	Outside Regular Class 21-60%	29463	12834	44	1912	6	11483	39	242	1	2992	10
3	Difference (Row 2 - Row 1)			-7		1		3		-1		4
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.14		0.2		0.08		-0.5		0.66
2	Outside Regular Class >60%	16636	8122	49	1324	8	5880	35	239	1	1073	7
3	Difference (Row 2 - Row 1)			-2		3		-1		-1		1
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.04		0.6		-0.03		-0.5		0.17
2	Public separate day school >50%	899	413	45.93	102	11.34	327	36.37	10	1.11	47	5.23
3	Difference (Row 2 - Row 1)			-5.07		6.34		0.37		-0.89		-0.77
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.09		1.27		0.01		-0.45		-0.13
2	Private separate day school >50%	1068	656	61.42	107	10.02	251	23.50	8	0.75	46	4.31
3	Difference (Row 2 - Row 1)			10.42		5.02		-12.5		-1.25		-1.69
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.20		1.00		-0.35		-0.63		-0.28
2	Public institutional	284	119	41.90	24	8.45	100	35.21	0	0	41	14.44

	facility>50%											
3	Difference (Row 2 - Row 1)			-9.1		3.45		-0.79		0		8.44
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			-0.18		0.69		-0.02		0		1.41
2	Private institutional facility > 50%	102	72	70.59	6	5.88	14	13.73	0	0	10	9.80
3	Difference (Row 2 - Row 1)			19.59		0.88		-22.27		0		3.8
4	Relative Difference (Row 3/ Row 1) Bold if > 0.20 or < -0.20			0.38		0.18		-0.62		0		0.63
Insert additional row sets (rows 2-4) for each environment category.												

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH
DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE
OF ASSESSMENT

STATE: **Arizona**

SECTION A. ENROLLMENT DATA FOR THE MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	8302	75482
5	8818	76393
8	7983	72333
HIGH SCHOOL GRADE 10	6148	63853

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY
CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

PAGE 2 OF 8

TATE: Arizona

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)*	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (4A)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	7834	0	102	0	0	0
5	6178	0	455	3041	0	44
8	4888	0	523	4641	0	1127
HIGH SCHOOL GRADE 10	2197	0	347	4649	0	1391

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

* Arizona has a number of students taking the assessment with non-standard accommodations. However, these scores are not considered invalid under NCLB and are counted in their respective achievement levels. The number of students taking the assessment with non-standard accommodations is 4646 in grade 3, 3499 in grade 5, 2815 in grade 8 and 991 in grade 10.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH DISABILITIES ON STATE ASSESSMENTS BY
CONTENT AREA, GRADE, AND TYPE OF ASSESSMENT

STATE: Arizona

SECTION B. PARTICIPATION OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS(5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3	477	477	0	0			
5	356	356	0	0			
8	247	247	0	0			
HIGH SCHOOL GRADE 10	215	215	0	0			

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption. **Arizona tests all students, no exemptions allowed.**

¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH
DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE
OF ASSESSMENT

STATE: Arizona

SECTION C. PERFORMANCE OF STUDENTS WITH DISABILITIES ON MATH ASSESSMENT*

	REGULAR ASSESSMENT ¹ (9A)				ALTERNATE ASSESSMENT ² (9B)					
GRADE LEVEL	<u>FFB</u> Achievement Level ³	<u>APP</u> Achievement Level	<u>MEET</u> Achievement Level	<u>EXC</u> Achievement Level	<u>FFB</u> Achievement Level	<u>APP</u> Achievement Level	<u>MEET</u> Achievement Level	<u>EXC</u> Achievement Level	NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
3	3055	2414	1517	746	149	123	185	20	102	8311
5	2189	2452	385	697		80	142	15	499	9575
8	3360	824	138	43	70	64	96	17	1650	9776
HIGH SCHOOL GRADE 10	1479	189	141	41	63	49	83	20	1738	7061

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Meet and Exceed. Student proficiency levels are reported in the same manner as reported for NCLB. Scores of students taking the assessment under standard and non-standard conditions are reported in the achievement level obtained.

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section A. If the number of students is not the same, provide an explanation. **Explanation provided in the analyses section.**

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH
DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE
OF ASSESSMENT

STATE: Arizona

SECTION D. ENROLLMENT DATA FOR THE READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH IEPs (1)	ALL STUDENTS (2)
3	8302	75482
5	8818	76393
8	7983	72333
HIGH SCHOOL GRADE 10	6144	63846

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH
DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE
OF ASSESSMENT

STATE: Arizona

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT ON GRADE LEVEL ACHIEVEMENT STANDARDS			STUDENTS WITH DISABILITIES WHO TOOK REGULAR ASSESSMENT OUT OF GRADE LEVEL		
	TOTAL (3)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE ¹ (3A)*	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (3B)	TOTAL (4)	SUBSET WITH CHANGES TO THE ASSESSMENT THAT INVALIDATED THEIR SCORE (4A)*	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (4B)
3	7814	0	134	0	0	0
5	6179	0	1207	3865	0	57
8	4889	0	949	4859	0	893
HIGH SCHOOL GRADE 10	2197	0	463	4840	0	1530

¹ Changes to the assessment that invalidate a score are changes in testing materials or procedures that enable a student to participate in the assessment, but result in a score that is not deemed by the State to be comparable to scores received by students without these changes. In some States these changes are called accommodations, modifications, or nonstandard administrations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

* Arizona has a number of students taking the assessment with non-standard accommodations. However, these scores are not considered invalid under NCLB and are counted in their respective achievement levels. The number of students taking the assessment with non-standard accommodations is 4701 in grade 3, 3500 in grade 5, 2816 in grade 8 and 993 in grade 10.

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH
DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE
OF ASSESSMENT

STATE: Arizona

SECTION E. PARTICIPATION OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT (CONTINUED)

GRADE LEVEL	STUDENTS WITH DISABILITIES WHO TOOK ALTERNATE ASSESSMENT				STUDENTS WHO DID NOT TAKE ANY ASSESSMENT		
	TOTAL (5)	SUBSET WHOSE ALTERNATE WAS SCORED AGAINST ALTERNATE ACHIEVEMENT STANDARDS (5A)	SUBSET COUNTED AT THE LOWEST ACHIEVEMENT LEVEL BECAUSE OF THE NCLB CAP ¹ (5B)	SUBSET WHOSE ASSESSMENT RESULTS WERE INVALID ² (5C)	PARENTAL EXEMPTIONS (6)	ABSENT (7)	EXEMPT FOR OTHER REASONS* (8)
3	477	477	0	0			
5	356	356	0	0			
8	247	247	0	0			
HIGH SCHOOL GRADE 10	215	215	0	0			

* Provide list of other reasons for exemption with the number of students exempted by each grade and reason for exemption. **Arizona tests all students, no exemptions allowed.**

¹ NCLB cap is the limit on the percent of students whose scores can be held to alternate achievement standards in AYP calculations.

² Invalid results are assessment results that cannot be used for reporting and or aggregation due to problems in the testing process (e.g. students do not take all portions of the assessment or students do not fill out the answer sheet correctly).

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH
DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE
OF ASSESSMENT

STATE: Arizona

SECTION F. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING ASSESSMENT*

	REGULAR ASSESSMENT ¹ (9A)				ALTERNATE ASSESSMENT ² (9B)					
GRADE LEVEL	<u>FFB</u> Achievement Level ³	<u>APP</u> Achievement Level	<u>MEET</u> Achievement Level	<u>EXC</u> Achievement Level	<u>FFB</u> Achievement Level	<u>APP</u> Achievement Level	<u>MEET</u> Achievement Level	<u>EXC</u> Achievement Level	NO VALID SCORE (10) ⁵	ROW TOTAL ⁶ (11)
3	3170	1927	2145	438	88	87	228	74	134	8291
5	2473	1269	1080	150	83	73	152	48	1264	10400
8	2494	709	629	108	46	55	106	40	1842	9995
HIGH SCHOOL GRADE 10	815	477	408	34	52	46	82	35	1993	7252

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Meet or Exceed. Student proficiency levels are reported in the same manner as reported for NCLB. Scores of students taking the assessment under standard and non-standard conditions are reported in the achievement level obtained.

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section D. If the number of students is not the same, provide an explanation. **Explanation provided in the analyses section.**

ATTACHMENT 3
REPORT OF THE PARTICIPATION AND PERFORMANCE OF STUDENTS WITH
DISABILITIES ON STATE ASSESSMENTS BY CONTENT AREA, GRADE, AND TYPE
OF ASSESSMENT

STATE: Arizona

SECTION G. PERFORMANCE OF STUDENTS WITH DISABILITIES ON READING AND MATH ASSESSMENT*

	OUT OF LEVEL ASSESSMENT MATH				OUT OF LEVEL ASSESSMENT READING			
GRADE LEVEL	<u>FFB</u> Achievement Level ³	<u>APP</u> Achievement Level	<u>MEET</u> Achievement Level	<u>EXC</u> Achievement Level	<u>FFB</u> Achievement Level	<u>APP</u> Achievement Level	<u>MEET</u> Achievement Level	<u>EXC</u> Achievement Level
3								
5	1178	1184	512	123	1417	1235	1073	83
8	1391	1647	331	145	1803	1193	897	73
HIGH SCHOOL GRADE 10	1860	1071	208	119	1605	823	779	103

* State achievement level(s) considered proficient or higher for purposes of NCLB are: Meet or Exceed.

¹ The total number of students reported by achievement level in 9A is to equal the number reported in column 3 plus column 4 minus the number reported in columns 3B and 4B.

² The total number of students reported by achievement level in 9B is to equal the number reported in column 5 minus the number reported in columns 5B.

³ Include all students whose assessment score was in the lowest achievement level plus all students who received a score but changes to the assessment invalidated their score or who took the assessment out of grade level.

⁴ Include students whose score counted in the lowest achievement level for NCLB because of the cap on the percentage of students whose alternate assessment on alternate achievement standards can count as proficient or above for purpose of AYP.

⁵ The number of students reported in column 10 is to equal the number reported in column 3B plus column 4B plus column 5B plus column 6 plus column 7 plus column 8.

⁶ The row total (column 9A level A + level B + level C ... + level X) + (column 9B level A, level B, level C ... + level X) + column 10 is to equal the number of students with IEPs reported in Section D. If the number of students is not the same, provide an explanation.

